



Strood Academy

Behaviour Policy

2023-2024

Date of Issue	September 2022
Date to be Revised	August 2023
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1. Introduction

The Leigh Academy Trust aims to ensure that all children within our schools gain a first-rate education. To establish this staff and students at the Academy have to work together to promote and maintain an environment which emphasises positive behaviour. Behaviour management is an integral part of the whole academy curriculum which teaches appropriate and relevant social skills to all students. Our behaviour policy is written in line with the Trust values: We care, we have boundless ambition, we work together, we keep getting better.

2. Our Aim

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Method of Implementation:

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

3. Legislation, statutory requirements and statutory guidance:

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, but also ensures high expectations are upheld at Strood Academy.

Our academy behaviour policy is written in line with the following areas of legislation and guidance and is based on advice from the Department for Education (DfE):

- [Behaviour and discipline in schools 2023](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping children safe in Education 2023](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [DfE guidance](#)

4. Praise and Reward

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

- **Communication home:** Letters and certificates as well as automated praise will be sent to parents/carers to notify them of their child's achievements.
- **Achievement points:** Where a student has consistently met the Academy expectations or indeed exceeded them then staff will award and reward points. The Head of Pastoral and the Senior Support Managers closely monitor those that gain these points and will celebrate each success accordingly. Each point gained has a positive impact on their conduct score.
- **Achievement points for Attendance-** Students will also receive points for attending school, if students attend a full week they will receive achievement points.
- **Prizes:** in collaboration with the Student Council, students have selected a range of prizes that they would like to receive for gaining a certain amount of reward points. Examples of the prizes include activities, privileges, equipment, achievement badges and trips.
- **Reward trips and activities:** Students who demonstrate engagement, show significant improvement, or have the highest reward scores will be invited on a range of both internal and external reward trips and activities.
- **Celebration assemblies:** During the school year we will host a celebration assembly for students to publicly celebrate their students' achievements. This includes but is not limited to certificated awards for attendance, attainment in subjects, progress in subjects, form tutor, Support Manager and Head of Pastoral Progress awards.
- **College badges :** Students will receive college badges when they accumulate enough Core value points for being **:kind, respectful ,resilient and inquisitive** or when they have achieved positive points for outstanding work.

Rewards and positive praise will take place in a range of forums including college line ups, assemblies, tutor time, classrooms, achievement assembly, positive contact home through emails and phone calls. At Strood academy we aim to make students feel supported and recognised for their achievements.

5. Misbehaviour and possible sanctions

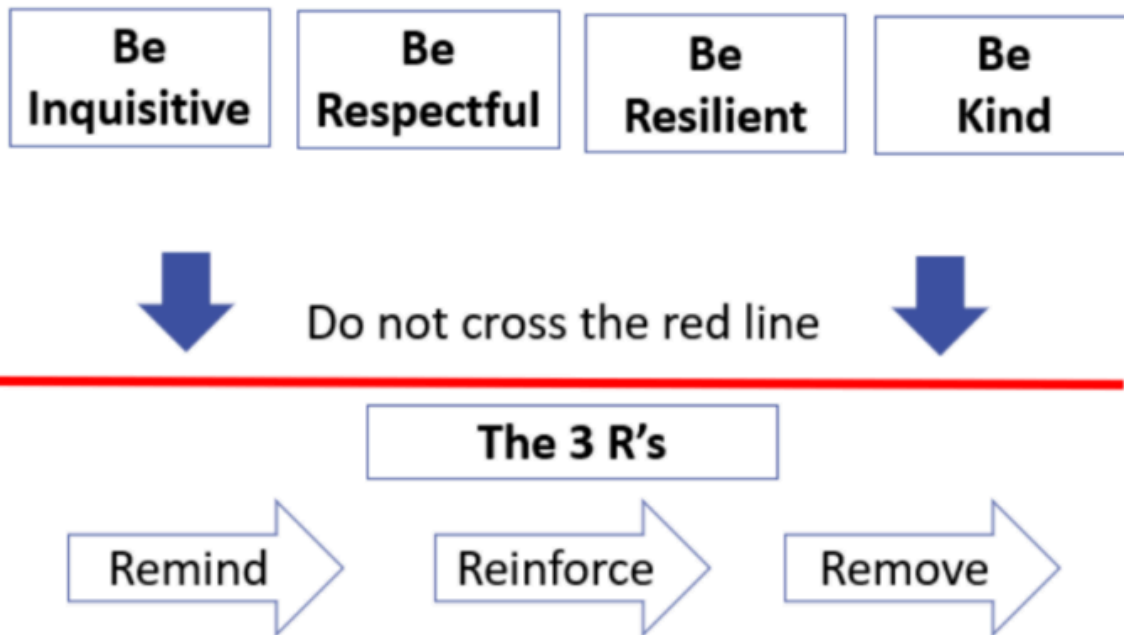
To ensure a positive learning environment where engagement and achievement is maximised, students are expected to follow our academy values:

- **Be Inquisitive:** Students must ask questions, challenge thinking, be a curious learner.
- **Be Respectful:** Students will respect the school environment which includes wearing the uniform correctly, putting litter in the bin, not chewing gum, closing doors carefully, supporting the learning of others and following all instructions immediately.
- **Be Resilient:** Work hard, be adaptable, find solutions, correct work and ensure it is the best it can be.
- **Be Kind:** Students will be polite and courteous towards others, students will be friendly to each other, not deliberately causing harm or upset to others.

Sanction process:

We strive for disruption free learning for all and if for any reason students are not engaged in learning or are negatively affecting the learning of others then we will consistently sanction using the the 3 R protocol below.

Being successful at Strood Academy



Stage 1: Remind(First warning)

We understand that human error occurs and that sometimes a quick prompt can refocus a student and ensure they are focused on learning. Students are given the opportunity to correct behaviours, via a non-confrontational reminder that is clear and direct, an outline of expectations. Reminders can include moving into proximity of the student, a verbal or non-verbal cue or a reminder of the rules and expectations.

Behaviours that lead to a reminder : Student disrupts learning, not following instructions immediately, calling out, not completing work, being rude etc.

Stage 2: Reinforce(second warning)

Where a student has not adhered to the Remind stage, the staff member will progress to the reinforce stage, the final opportunity for students to correct their behaviours. This will be a clear non-negotiable and direct message about how the student can be successful. Reinforcements can include confiscation, adjusting the student location in the room and having a quiet word with the students allowing them to reflect and refocus.

Behaviours that lead to a reinforcement : Student continues to disrupt learning and has failed to follow the reminder.

Stage 3: Remove:

If the student has not responded in the correct way to the Remind and Reinforce stages then they will be removed from the class. Students will be collected and placed in the behaviour room until 4.20pm , work will be provided. Communication to the parent/carers will be made in the form of an email and a call will be made by the class teacher within 24 hours. The email will confirm that the student has been removed and will have a 60 minute detention that day (*Please note if the removal occurs after period 4, then the detention will be served the following day(parents/carers will receive an email).*)

Behaviours that lead to a removal :If the Student continues to disrupt learning after a reminder and reinforcement of behaviours.

On call at Strood Academy

At Strood Academy we strive for 100% engagement from 100% of students 100% of the time. Teaching staff will use a range of de-escalation strategies to maintain a calm focused learning environment in which students can flourish. Occasionally even after a range of strategies and warnings have been given, it may be necessary for teaching staff to alert college on-call to support. If a student has to be removed from a lesson by on-call for any reason, they will be placed in the internal engagement room, until the incident has been investigated and they will be sanctioned appropriately. Students will complete the work from their lesson in the internal engagement room.

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 judgment when selecting an appropriate sanction.

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

- **Communication with parents/carer:** This could be through a telephone conversation, email, letter or 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 will be 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 the student and look to triangulate a resolve with the student, parent and the academy.
- **After school detentions:** The academy will issue no notice detentions for incidents that happen during the school day, these will be either 30 or 60 minutes. If the incident occurs after period 4 then they will be the following day(parents/carers will receive an email notification if an after school 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.
- **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 next day. The internal engagement room is also used for other incidents or whilst a child is pending an investigation. The IER is also used if a student has been removed from a lesson or if they truant.
- **The lodge :** We will use the lodge as an alternative to a suspension, where we deem a student's behaviour to be damaging to the promise we have made of disruption free learning for all in the academy. We will make this decision as per the DfE guidance linked below, 'It is for individual schools 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. Students report to the lodge at 8.15am - 4.00pm. On their first day within the lodge they will complete reflection and supportive learning activities and will continue with their lessons.
- **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. There are four levels of report, Green - positive report, Yellow - form tutor/student support manager, Orange - Senior support manager/Head of pastoral, Red- SLT.
- **Governor panel meeting-** If a student's conduct is seriously impacting the learning of others or undermining the smooth day to day running of school operation, a governor meeting may be initiated. This will involve inviting parents to a supportive meeting with the school governor(s) and member(s) of the senior leadership team to discuss strategies to ensure positive conduct and the consequences that may occur subsequently.

Persistent offences/serious incidents:

Physical assault, verbal abuse to staff and theft 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 and can include time in the internal engagement room, suspensions, Disciplinary Panels, a managed move to another school and as a last option a Permanent Suspension. Possession of banned/illegal items, verbal or physical assault will always be taken with the utmost severity and will not be tolerated in any way by the Academy as per the Home School Agreement.

Reintegration following an suspension:

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.

Permanent Exclusion:

The decision to suspend a pupil permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including suspensions, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour which could involve any form of bullying such as racist and homophobic bullying or persistent actions over time, as described in this policy.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently suspend a pupil for a first or 'one off' offence. These might include:

- A. Serious actual or threatened violence against another pupil or a member of staff
- B. Sexual abuse or assault
- C. Supplying an illegal drug
- D. Carrying a weapon
- E. Arson
- F. Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.

The Academy takes any conduct surrounding illegal substances extremely seriously, this may lead to a permanent suspension from the Academy. This applies in the Academy, whilst on the journey to or from the Academy or whilst involved in any Academy activity.

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

Misbehaviour	Probable sanction
Failure to meet uniform policy - including jewellery, coats on in the building and hooded jumpers, hair accessories etc	Confiscation of items and a 30 minute no notice detention .
Uniform infringement - skirts rolled, ties incorrect length, wrong socks, jogging bottoms etc	30 minute detention.
Removal from lesson	60 minute no notice detention (removal)

Mobile phones/headphones	A 30 minute no notice detention and removal of mobile phone/headphones until completion of detention)
Out of bounds	
Late to lesson	
Use of profanity (bad language)	
Chewing gum	
Misbehaviour during line-up	
Smoothwall incident	
No Chromebook	
Eating outside of permitted areas including classrooms	
Arriving at school with a bike but no helmet.	
Uniform infringements that cannot be rectified	
Fake tan, False nails , skin fades, trainers etc	Internal engagement room until removed(including a 60 minute detention)
Intentional Chromebook damage	Up to five days in The Lodge and the student will lose the privilege of taking the laptop home. The chromebook will be signed in and out everyday at the college base by the pastoral team.
Persistent Minor/Serious infringement	
Truancy/ Removal from a lesson	A full day in the internal engagement room and a 60 minute detention
Inappropriate use of social media	Lodge provision, Off site exclusion at another school or Suspension from the Academy which may be permanent(dependent on the incident).
Verbal or physical abuse of staff	
Bringing banned items into school such as offensive material, weapons or illegal substances, pornographic material	
Any form of bullying	
Violent behaviour	
Destruction of school 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.	

*The list above is not exhaustive.

* If a student is sanctioned with a suspension from the Academy they will complete 1 full day in the lodge(8.15-4pm) when they return. This will prepare them for their lessons and give them the opportunity to reflect on their behaviour. They will also be provided with pastoral support.

Conduct levels and sanctions

Conduct level	Misbehaviours that lead to sanction	Sanction
Conduct 1	Uniform infringement, chewing gum, out of bounds, inappropriate language, late to school/lessons, no chromebook, mobile phone/headphones, smoothwall incident.	30 minute detention
Conduct 2	Missed C1 detention, 2 lates in a day or 2 C1's in a day.	60 minute detention
Conduct 3	Removal from lesson Truancy	1 day in the internal engagement room and 60 minute detention.
Conduct 4	Failed day in the IER	Lodge provision (8.15-4pm)
Conduct 5	Inappropriate use of social media, verbal abuse, banned items, bullying, vandalism, racial/homophobic behaviour	Offsite inclusion(time at another school)
Conduct 6	Verbal or physical abuse of staff or students, bringing prohibited items to school e.g weapons, illegal substances, alcohol, vapes, cigarettes, pornographic material etc, bullying, violent behaviour, theft, destruction of school property, sexual behaviour, setting off the fire alarm, unfounded malicious allegations.	Suspension
Conduct 7	Serious or actual threatened violence against staff/students, sexual abuse or assault, supplying an illegal drug, carrying a weapon, arson, criminal offences, Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.	Permanent suspension

Escalation of repeat offenses

Conduct 1 incidents in a term

Number of C1 events	Sanction
1 C1 event	30 minute detention Failure to attend a C1 detention will trigger C2 - 60 minute detention.
2 C1 events in a day	C2 - 60 minute detention Failure to attend a C2 detention will trigger a C3 sanction - 1 day in IER + 60 minute detention.
3 C1 events in a term	C1 30 minute detention Conduct 1 Report
4 C1 events in a term	C1 30 minute detention Conduct 2 Report
5 C1 events in a term	Conduct 3 Report

Removals in a term

Number of Removals	Action
1	<ul style="list-style-type: none"> Email to parent/carers A full day in the internal engagement room with a 60 minute detention
2	<ul style="list-style-type: none"> Email to parent/carers A full day in the internal engagement room with a 60 minute detention Form tutor behaviour report (Yellow report).
3	<ul style="list-style-type: none"> Email to parents/carers A full day in internal engagement room with a 60 minute detention Behaviour report with SSM/SSSM (Orange report).
4	<ul style="list-style-type: none"> Email to parents/carers A full day in the internal engagement room with a 60 minute detention Followed by 1 full day in the lodge(8.15-4.00pm) Behaviour report with HOP/SLT (Red report)
5	<ul style="list-style-type: none"> Email to parents/carers A full day in internal engagement room with 60 minute detention Followed by 2 full days in the lodge (8.15-4.00pm) Student Support Plan with parents/students/HOP (6 week plan)

Truancy in a term

Number of truancy marks	Action
1	<ul style="list-style-type: none"> Email sent to parents/carers Results in 1 full day in the internal engagement room and 60 minute same day detention.
2	<ul style="list-style-type: none"> Email sent to parent/carers Full day in the internal engagement room with a 60 minute detention Behaviour report with form tutor(yellow report).
3	<ul style="list-style-type: none"> Email to parents/carers Full day in internal engagement room with a 60 minute detention Behaviour report with SSM/SSSM(orange report).
4	<ul style="list-style-type: none"> Email to parents/carers Full day in the internal engagement room with a 60 minute detention Followed by full day in the lodge(8.15-4.00pm) Behaviour report with HOP/SLT(red report)
5	<ul style="list-style-type: none"> Email to parents/carers Full day in internal engagement room with 60 minute detention Followed by 2 full days in the lodge(8.15-4.00pm) Student support plan with parents/students/HOP(6 week plan)

Report stages : Removals/Truancy

Report Level	Report Type	Number of Events in a module	Report Duration
Level 1	Yellow - Form Tutor	2	2 weeks
Level 2	Orange - Head of Progress/SSSM	3	2 weeks
Level 3	Red - Senior Leadership Team	4	2 weeks
Level 4	Student Support Plan	5	6 weeks

Lodge(on site provision)

- If students incur 3 sanctions at the lodge in a term, parents MUST come into the Academy to complete a 6 week student support plan(SSP) with either the Head of Pastoral/Senior Student Support Manager.
- This will involve target setting with all parties involved.
- Meetings with parents/students and the Academy will happen every 2 weeks to discuss the progress of the targets(SSP's normally last around 6 weeks but these can be extended if required).

- Students placed on a student support plan will be on report to HOP/SSSM(orange report).

Offsite exclusion(students sent to another school)

- 1 sanction at an offsite school, will result in a reintegration meeting with SSSM/parents/carers(where clear targets will be set) and students placed on a behaviour report with SSSM
- 2 sanctions at an offsite school, will result in a reintegration meeting with HOP/DHOP/parents/carers and students will be placed on a behaviour report with HOP/DHOP
- 3 sanctions at an offsite school will result in a reintegration meeting, where a student support plan(SSP), will be set up with HOP/parents/students. Students will be placed on a behaviour report with HOP.

6: The Academy's Anti Bullying Position

Definition of bullying:

Bullying is defined as; the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is on a continuum of behaviour and the Academy recognises that it is often more complex than a straightforward victim-perpetrator behaviour pattern.

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

Smoothwall : At Strood Academy we use smoothwall, this programme scans the content and context of information typed into students' chromebooks, it identifies unwanted material and has filtering categories which can be used to tailor the web browsing experience for students in the academy, protecting them from harmful content. Smoothwall Monitor is a digital monitoring system that flags incidents as they happen by real-time monitoring of both keystroke and screen view activity by users. Safeguarding staff are informed, through their preferred means, when users try to view or type harmful content. This is an additional layer that the Academy uses to keep students safe in school and from harmful online content. Those who willfully use their chromebooks to be harmful to others will be sanctioned appropriately.

Forms of bullying covered by this Policy:

Including those relating to:

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

The school will:

- Be vigilant in student and staff interactions with each other and inform the students support manager or member of the college team as appropriate if any bullying concerns are raised.
- Encourage students to be vigilant and make staff aware of any known bullying to ensure it can be dealt with.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

- Provide regular opportunities to develop students' social and emotional skills including empathy.
- Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, peer support, Student Council.
- Track and monitor the incidents of bullying
- Regularly supervise key areas of the school with the support of CCTV to maximise vigilance of student interaction.
- Provide a safe place for vulnerable students.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Ensure that bullying is not tolerated.
- Monitor concerns of bullying through the school email address which is bullying@stroodacademy.org and the student services concern box.
- Provide support for students to ensure that they know how to be safe online e.g assemblies, form time sessions and through the RSE curriculum.
- Ensure that students follow the ICT and internet acceptable use policy, making sure that students use chromebooks and the internet in a safe manner [ICT and internet acceptable use policy](#)
- Ensure the wireless internet connection is secured.
- Ensure filtering and security measures are in place to avoid inappropriate use of devices(smoothwall)

Involvement of students:

We will:

- Regularly request students' views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying and know who to talk to.
- Ensure all students are aware of the severity of bullying and the sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in the Academy.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have. Students will be protected from bullying and aggressive behaviour. Parents, staff and students will work together to resolve these issues and use appropriate strategies to change behaviour.
- Students should report concerns of bullying through the school email address which is bullying@stroodacademy.org or provide information at the student services concern box.

Parents and Carers should:

- Know to contact their child's Form Tutor or student support manager in the first instance, if they are worried about bullying.
- Have access to the behavior/anti-bullying policy.
- Be supported when bullying is reported.
- Be knowledgeable about our complaints procedure and how to use it effectively.
- Be able to access independent advice about bullying.
- Work with the school to address issues beyond the school gates that give rise to bullying.

Sexual violence and Sexual Harrassment

The Strood Academy SLT and staff team will ensure that any type of unwarranted sexual behaviour, comments, sexual jokes or sexual harassment of any kind will not be tolerated. Students who make a complaint will have their concerns taken seriously with a full investigation made into these allegations. Any victims of sexual violence or harassment will be supported with appropriate help and the support of the Academy pastoral team. Students will also be provided with positive educational training via RSE lessons. Students will have a clear understanding of key issues such as 'Consent', 'Sexual Violence' and 'Sexual Harrassment'. Any student found to have engaged in any type of negative sexualised behaviour will not only be sanctioned inline with the behaviour policy but will also be reported to the police, referred to social services and offered educational support if necessary.

Involvement of outside agencies

The Academy works positively with external agencies. It seeks support from them to ensure that the needs of all students are met by utilising wherever possible a range of available external support. These companies, individuals or professional agencies all offer a wealth of support, especially those with mental health or emotional well being issues.

7: The Academy's Anti Drugs Position

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

- Once the student's immediate safety is assured, the Principal (or Senior Leader) will be immediately informed.
- In instances involving the misuse or supply of an illegal or controlled substance on the Academy site, parents/guardians will be informed unless it is believed that this would jeopardise the safety of the student.
- If the Academy becomes aware that a student may be using illegal substances outside of the Academy the safeguarding policy will be used to support the student in the first instance.
- The school will not knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking/consuming of cannabis or any other drug. After careful consideration, the Principal or his/her agreed delegate will usually involve the local Police.
- In instances involving the use or possession of illegal substances on the school site, the school will normally impose a suspension of an appropriate length or a permanent exclusion (a programme of support will be discussed with the student, parents/guardians and the Police, and implemented e.g referral to Open Road).
- In instances involving the supply, or intent to supply, of an illegal substance by a student, the school will involve the local Police and will normally impose a permanent exclusion.

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

Establishing the Nature of Incidents:

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

Parental Permission for Police Interviews:

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

Instructions for Staff regarding the Discovery of Drugs:

On site:

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

On a person:

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

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

Drugs Education at Strood Academy is designed to:

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

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

- RSE Lessons
- Form time activities
- Guest speakers
- Outside agencies, organisations and charities including the Police.
- Age appropriate assemblies

8: The Powers to Search and Confiscate

Strood Academy will always attempt to seek consent for a search (although there may be circumstances in which it is deemed inappropriate to obtain prior consent) and ensure that an uninvolved adult is present. Searches should be conducted in such a way as to minimise potential embarrassment or distress. It will not be appropriate for a member of staff to carry out a personal search of a student; nor will personal property be searched without consent. Every effort will be made to persuade the person to hand over any item he/she is holding (or is suspected of holding) voluntarily, in the presence of an adult witness. If consent is refused, the Principal or named delegate may consider it appropriate to involve the parents/guardians or to call the Police. Staff may, however, search school property, for example, lockers, even when consent is refused. After any search involving students, parents/guardians will normally be informed by the school, regardless of the outcome of the search. In all cases of search, the school will balance the likelihood that an offence has been committed against the risk of infringing the privacy of the individual without just cause.

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

Where a Head of pastoral, SLT member or the Principal have reasonable grounds, students may be searched for:

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

Confiscation:

Any prohibited items found in a students' possession will be confiscated. These items will not be returned to the student. We will also confiscate any item which is harmful or detrimental to learning.

Items not permitted in school are brought in at the students own risk and whilst every care will be taken, the school will not take responsibility for the damage or loss of confiscated items.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. [Searching, screening and confiscation](#)

The Power to use Reasonable Force:

Staff have the power to use reasonable force such as physical restraint to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom and around the Academy. However, staff at the Incidents of physical restraint must always be used as a last resort using the minimum amount of force and for the minimum amount of time possible (several members of staff at the Academy have had the relevant training from teach teach with regards to restraining a student).

Police Involvement:

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

[9. Reasonable adjustments](#)

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 school 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.

To prevent discrimination the school will not fail to take reasonable steps to ensure that SEND students are not placed at substantial disadvantage, in comparison with students who are not SEND, without justification.

The school 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:

- Rest and refocus cards
- Use of individual support plans (SSPs)
- Buddy system
- Internal exclusions
- Pastoral support programmes
- Referral to outside agencies
- Educational Behavioural Psychology Support Team
- Special Educational Needs Support
- Access arrangements
- Child and Adolescent Mental Health and Community Services (North East London Foundation Trust (NELFT)).
- Strengthening minds programme
- Cognitive behaviour therapy
- Placements in external provisions
- Academy police officer
- One page profile to support students in the classroom and during transition
- Sharing reasonable adjustments with all staff

10: Additional Information

1. The Academy rigorously monitors discipline and behaviour and reports to the Governing Body. All suspensions, bullying, sexual and racist incidents are recorded and reported, as required by legislation.
2. 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.
3. 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 judgment, in their absence this responsibility is nominated to a Vice Principal. Parents will usually be provided with notice, and this will be via an email. The Academy will use 'no-notice' detentions for incidents that warrant a detention no longer than 60 minutes. An email will be sent to parents.
4. 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.
5. The 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 school as an alternative to suspension. 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.
6. 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.
7. 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 behavioral targets and if required a plan of support.
8. A student who has received two fixed suspensions within a 12-month period or who is deemed at risk of permanent exclusion will be placed on a Student Support Plan (SSP). The SSP sets out the support and expectations for the students including any appropriate multi-agency interventions. The SSP will be reviewed at regular intervals until such time as it is no longer required.
9. 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.
10. 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.
11. 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.

Student Code of Conduct 2023-2024



Student						
College					Form	
I confirm that I have read and understood the 'Student Code of Conduct'						
<u>Term</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>Sign:</u>						
<u>Date:</u>						

The academy expects all students to:

- Arrive at the academy and lessons on time.
- Be equipped with their own equipment for the school day and show a readiness to learn.
- Follow instructions given by staff.
- Be polite to all members of the school community and to all visitors to the school.
- Always be ready to offer help to others, if necessary.
- Move around the school in a safe, respectful and orderly manner.
- Walk on the left and use the appropriate staircases as directed.
- Take pride in the school environment and keep it tidy.
- Not chew gum – chewing gum is not allowed.
- Not swear or use offensive language.
- Show respect for the school environment - not damage or disfigure the school premises, either inside or outside the buildings.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested and submit homework at the time requested.
- Report unacceptable behavior.
- READ AND SIGN THE STUDENT CODE OF CONDUCT EACH TERM



Be Inquisitive

'having a desire to know or learn more'

Students **must**:

- ask questions relentlessly
- challenge thinking
- make time for curiosity
- listen without judgement
- not be afraid to say "I don't know"

Be Respectful

'Being respectful is feeling and showing appreciation for someone or something.'

Students **must**:

- Treat the school buildings and school property with respect
- wear the uniform correctly
- behave in class and when walking around the Academy
- be respectful of an individual's personal space and adhere to the 'hands off' rule
- Follow instructions immediately
- Behave appropriately whilst in academy uniform
- Be polite and courteous to teach other and refrain from bullying, fighting and name calling
- Be polite, courteous and honest with staff and listen to and carry out instructions.

Be Resilient

'the ability to bounce back or rather bounce forward when something doesn't go accordingly or straightforwardly'

Students **must**:

- work hard, be adaptable and find solutions
- correct their work and ensure that it is the best it can be
- when challenged, show respect and courtesy
- raise concerns with teachers and pastoral managers
- learn from their mistakes and failures
- set themselves some goals

Be Kind

'the quality of being friendly, generous, and considerate'

Students **must**:

- be polite and courteous towards others
- be friendly to each other and not deliberately cause harm or upset to others
- work collectively with their peers, staff, and the wider community
- look after each other and offer support when needed
- not make comments about students/teachers/staff online
- smile and make someone's day a little sweeter

Students will:

- Be polite and show respect for staff, students and visitors
- Wear the full academy uniform at all times (no outside coats on in the building)
- Girls: Skirts MUST be an appropriate length (knee level) and must not be rolled up or under
- Boys: Shirts MUST be tucked in at all times and ties MUST be an appropriate length (just above trouser line)
- Be aware that make-up is NOT permitted in KS3 and only discreet make-up is permitted in KS4 and KS5
- Be aware that fake tan is not permitted
- Be aware that false eyelashes and false nails are not permitted
- Be aware that visible body piercing & tattoos are not permitted
- Not wear jewellery as it is not permitted with the exception of 1 pair of studs in the lower lobe of the ear and a wrist watch
- Maintain a high standard of good behaviour at all times
- Produce work to the best of their ability
- Move around the academy in an orderly manner, arriving for lessons on time
- Be a good ambassador for the academy when travelling to and from school and whilst wearing the academy uniform
- Attend school every day and arrive on time
- Be correctly equipped for all lessons, including PE
- Make a positive contribution to community life in and around the academy
- Never bring illegal, prohibited or banned items to the academy including cigarettes, e-cigarettes, vapes, lighters, drugs, alcohol, knives or other offensive weapons
- Never misrepresent the academy online through social media sites such as Instagram, Snapchat, Facebook and WhatsApp
- Keep the school free from litter and graffiti
- Not bring fizzy or energy drinks onto the academy site
- Talk to someone if they have a problem e.g. pastoral managers or college teams
- Ensure their mobile phone is switched off and put away during the school day
- Be aware that chewing gum is not permitted at the academy
- Follow the hands-off policy at the academy
- Be aware that they are not allowed to video in school or outside school whilst in academy uniform
- Be aware that smoking and vaping is forbidden at the academy
- Hand all prescribed medicines to the Academy's student services team.

STROOD ACADEMY HOME SCHOOL AGREEMENT

Students will:	Parents/Carers will:	The academy will:
<ul style="list-style-type: none"> ● Be polite and show respect for staff, students and visitors ● Wear the full academy uniform at all times (no outside coats on in the building) ● Girls: Skirts MUST be an appropriate length (knee level) and must not be rolled up or under ● Boys: Shirts MUST be tucked in at all times and ties MUST be an appropriate length (just above trouser line) ● Make-up is NOT permitted in KS3 and only discreet make-up is permitted in KS4 and KS5 ● Be aware that fake tan is not permitted ● False eyelashes and false nails are not permitted ● Be aware that visible body piercing & tattoos are not permitted ● Not wear jewellery as it is not permitted with the exception of 1 pair of studs in the lower lobe of the ear and a wrist watch ● Maintain a high standard of good behaviour at all times ● Produce work to the best of their ability ● Move around the academy in an orderly manner, arriving for lessons on time ● Be a good ambassador for the academy when travelling to and from school and whilst wearing the academy uniform ● Attend school every day and arrive on time ● Be correctly equipped for all lessons, including PE ● Make a positive contribution to community life in and around the academy ● Never bring illegal, prohibited or banned items to the academy including cigarettes, e-cigarettes, vapes, lighters, drugs, alcohol, knives or other offensive weapons ● Never misrepresent the academy online through social media sites such as Instagram, Snapchat, Facebook and WhatsApp ● Keep the school free from litter and graffiti ● Will not bring fizzy or energy drinks onto the academy site ● Talk to someone if they have a problem e.g. student support manager managers or college teams ● Ensure their mobile phone is switched off and put away during the school day ● Be aware that chewing gum is not permitted at the academy ● Follow the hands-off policy at the academy ● Be aware that they are not allowed to video in school or outside school whilst in academy uniform ● Be aware that smoking and vaping is forbidden at the academy ● Not have phones out during the school day. ● Hand all prescribed medicines to the Academy's student services team. 	<ul style="list-style-type: none"> ● Support my child in adhering to the code of conduct ● Support my child's learning by ensuring they have all the equipment that they need ● Ensure my child attends school on time, every day and provide valid reasons for absences if they occur ● Ensure students are well presented in full academy uniform ● Make the academy aware of any concerns or problems that might affect their child's work or behaviour ● Attend parents' evenings and maintain effective communication about their child's progress ● Support the academy's Behaviour policy by ensuring their child behaves appropriately at all times ● Maintain a smooth and effective communication dialogue with the academy ensuring contact information (phone number and email) is maintained and up-dated ● Monitor and promote the safe use of online platforms such as Instagram, Snapchat, Facebook and WhatsApp ● Never misrepresent the academy online through social media sites such as Instagram, Snapchat, Facebook and WhatsApp ● Take an active role in the education of my child; e.g. attend Parents Evenings ● Contact the Academy to notify of absence ● Contact the Academy during the school day if I need to pass an urgent message onto my child. ● Not ring or text my child during the school day. ● Support school policies (available online) ● Be considerate in all communication with Academy staff ● Ensure my child participates in PE lessons in the correct kit ● Ensure that my child leaves jewellery at home Ensure that my child does not have fake nails or fake tan ● Ensure my child knows the dangers of energy drinks and does not bring them onto the academy site ● Ensure that my child does not bring fizzy drinks or chewing gum onto the school site as these items are not permitted. 	<ul style="list-style-type: none"> ● Have the highest expectations of what your child is capable of ● Inspire students to work hard to access the university or career of their choice ● Ensure the highest quality learning environment in every lesson ● Deliver challenging and engaging lessons that enable students to make excellent progress ● Hold students to account if they fail to meet academy expectations of behaviour and attitude to learning ● Support students and their families in meeting academy expectations ● Offer opportunities for families to become involved in academy life ● Ensure the enrichment of learning through opportunities to learn beyond the formal curriculum ● Take all reasonable steps to ensure your child's safety, happiness and well-being ● Implement the behaviour policy consistently ● Model good behaviour ● Follow up all incidents of behaviour ● Deal with all low-level disruption in our classrooms to ensure that effective learning takes place ● Display the 3 Rs in classrooms and refer to them frequently and consistently. ● Use positive reinforcement ● Keep you regularly informed of your child's progress ● Record and reward your child's successes ● Develop positive relationships with our students ● Set, mark and feedback regularly on relevant school and homework tasks ● Embrace equality and diversity throughout the Academy.

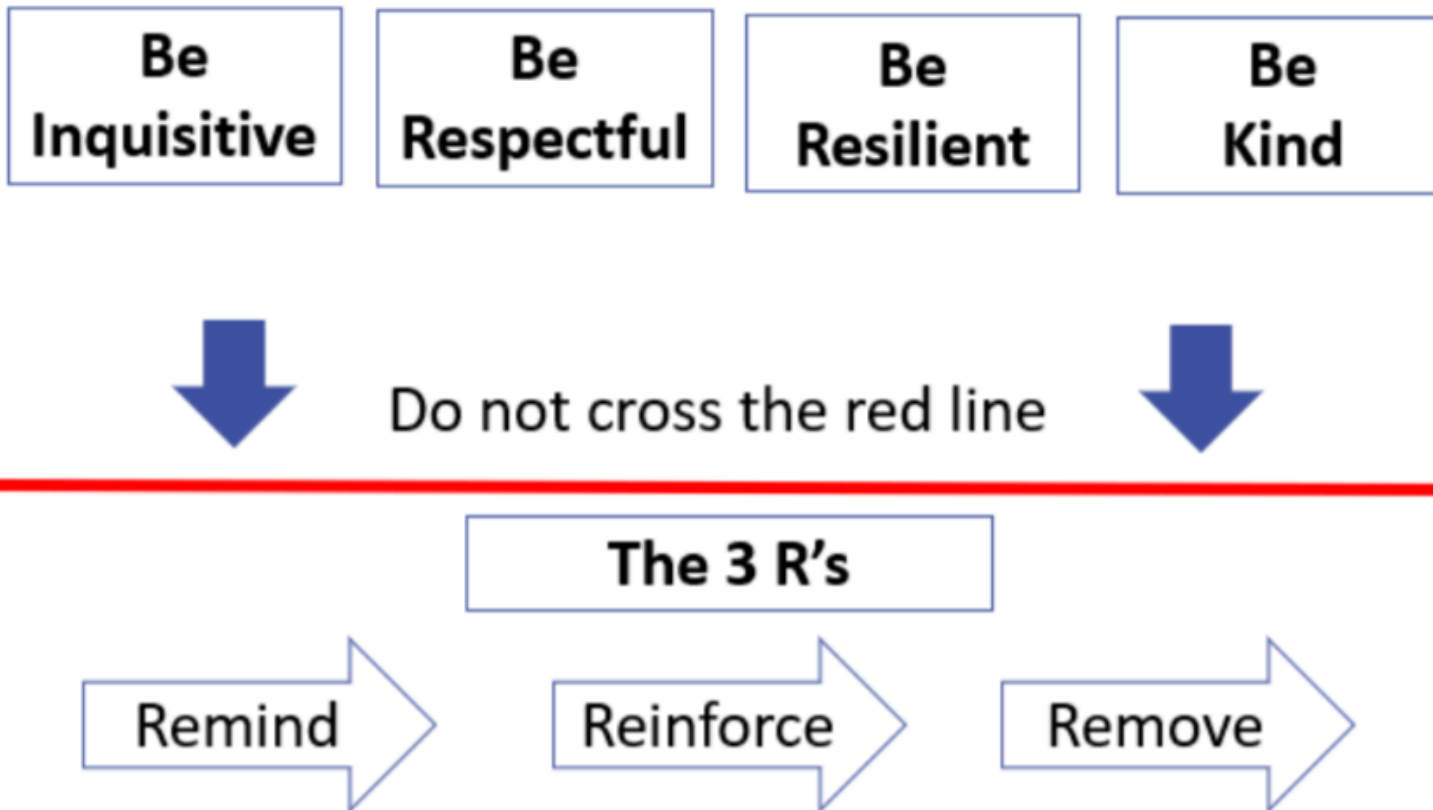
Name of Student _____ Signed _____

Name of Parent/Carer _____ Signed _____

Dated ____ / ____ / ____

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.

Being successful at Strood Academy



Inquisitive, Respectful, Resilient, Kind