



Strood Academy

Behaviour Policy

Academic year 2024/25

Date of issue	September 2024
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At Strood academy 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 are the foundation of everything we do. We believe in nurturing 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. 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 Strood Academy have a rewarding and successful experience.

Our Aim - Strood Academy Behaviour Policy: Building a Positive Learning Environment

At Strood Academy, 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 take a **whole-school approach** to maintaining high behavioural standards. These standards uphold our core academy values: **Be Inquisitive, Be Respectful, Be Resilient, Be Kind**

Our Expectations and Consequences:

This policy clearly outlines:

- **Expected behaviour:** What good conduct looks like for students in various academy settings.
- **Consequences:** 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.
- Disciplinary consequences for inappropriate actions beyond the academy gates, at Strood Academy's discretion.

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 Strood Academy's high expectations for behaviour.

- [Behaviour and discipline in schools 2024](#)
- [Searching, screening and confiscation at school 2023](#)
- [The Equality Act 2010](#)
- [Keeping children safe in Education 2023](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Recognising and Rewarding Success at Strood Academy

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

Communication & Recognition:

- **Homeward Bound:** Parents/carers are notified of their child's achievements through letters, certificates, and automated praise messages.
- **Achievement Points:** Students consistently meeting or exceeding expectations earn points. Points are monitored and celebrated by pastoral staff, positively impacting a student's conduct score.
- **Attendance Rewards:** Regular attendance earns points, too!
- **Prize Time:** Students collaborated with the Student Council to choose prizes for achieving certain point levels. Examples include activities, privileges, equipment, badges, and trips.

Celebrating Achievements:

- **Reward Trips & 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.

College Badges: Students accumulating enough "Core Value" points for kindness, respect, resilience, and inquisitiveness, or achieving positive points for outstanding work, earn college badges.

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 school 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.

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 school's behaviour policy.

STROOD ACADEMY

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 Strood Academy, 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 (Managed Time Out)

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 email and phone call within 24 hours (including detention details)

Behaviours addressed at this stage:

- Continued disruption after both reminder and reinforcement

Maintaining a Positive Learning Environment

At Strood Academy, 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 the designated internal engagement room. Here, they will complete assigned work and reflect on the incident.

Investigation and Follow-Up:

Behaviour incidents in the academy are thoroughly investigated and appropriate sanctions are implemented.

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

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/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 5 then they will be the following day (parents/carers will receive a **MCAS** 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 the outcome of 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, *'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 on the google classroom.
- **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.

- **Internal exclusion at another school** : 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 instructions , 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.
- **Off Site Direction** : Off-site direction is a tool used to support students in improving their behaviour and preventing further issues. It involves temporarily placing a student in an alternative educational setting outside their current school. When a pupil attends another education setting to improve their behaviour a proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction e.g. 1 module.

Here are some scenarios where off-site direction might be considered:

Following a suspension for physical altercations:

When students need time apart to cool down and prevent further conflict, off-site direction can provide a safe space for them to continue their education.

To address ongoing behavioural problems:

If in-school 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 for inappropriate behaviour:

When a student exhibits concerning behaviour of a sexual nature, off-site direction can offer a chance for evaluation and support in a controlled setting. It's important to remember that off-site direction is not a punishment, but rather a strategy to improve a student's behaviour and help them succeed in school.

Suspension : Physical assault, verbal abuse to staff, dangerous behaviour, bringing prohibited items into school, 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 fires.
- Criminal Activity: Criminal offences committed on school grounds, during school events, or on the way to/from school.
- Illegal Substances: Supplying or using illegal drugs is taken very seriously and may lead to permanent exclusion, regardless of location (school grounds, travel, or school activities).

Supporting a Successful Return(reintegration) :

Reintegration following an suspension/internal exclusion at another school/offsite 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 school.
- 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 Strood Academy reserves the right to make adjustments based on information presented to them.

Misbehaviour	
Failure to meet uniform policy - including jewellery, coats, body warmers on in the building and hooded jumpers (including zipped hoodies), hair accessories etc	Confiscation of items and a 30 minute no notice.
Uniform infringement - skirts rolled, ties incorrect length, wrong socks, jogging bottoms etc	30 minute detention.
Removal from lesson	60 minute detention (removal to IER)
Late to lesson	30 minute detention
Out of bounds	
Eating outside of permitted areas including classrooms (ground floor only, outside areas)	
Arriving at school with a bike without a helmet.	The bike will be confiscated until the parent/carer collects. The bike will be kept securely on the academy site.
Mobile phones/headphones	1 day in IER with 60 minute detention
Chewing gum	1 day in IER with 60 minute detention

Inappropriate language including derogatory comments in the academy	1 day in IER with 60 minute detention
Students in a toilet cubicle together (student search to be completed with 2x member of staff)	1 day in IER with 60 minute detention
Uniform infringements that cannot be rectified	
Fake tan, False nails/painted nails, skin fades (less than a grade 1), trainers etc	Internal engagement room until rectified (including a 60 minute detention) .
Failed IER	1 day in the lodge, followed by a repeated day in the IER.
Failed Lodge	1-3 days offsite and repeat minimum 1 day Lodge
Failed off site provision	Suspension and minimum of 1 day Lodge
Serious Violations	
Vaping (in possession of)	5 days Lodge and referral to Open Road by a safeguarding officer.
Racial incident	5 days at Lodge, added to racial log and referral to Community Police Officer by safeguarding officer. (each incident to be reviewed individually on a case by case basis)
Intentional damage to chromebooks	5 days in The Lodge and the student will lose the privilege of taking their chromebook home.
Swearing at staff	3-5 days Lodge/suspension
Bullying	3-5 days Lodge followed by an restorative conversation with student (persistent bullying may result in a managed move/direction off site
Defiance/walking away from staff/refusal to follow instructions	3-5 days Lodge/suspension
Dangerous/unsafe behaviour	3-5 days Lodge/suspension
Serious/Persistent Minor infringement	
Truancy/ Removal from a lesson	A full day in the Internal Engagement room and a 60 minute detention
Inappropriate use of social media	Sanctions include: <ul style="list-style-type: none"> - Lodge Provision - Off site direction at another school - Suspension - Permanent Exclusion <i>(please see bullet point below)</i>
Verbal or physical abuse of staff	
Bringing banned items into school such as offensive material, weapons or illegal substances, pornographic material etc.	
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	
Fighting	
Aggressive behaviour towards staff/students	

- **This list is not exhaustive and used as a guide for the Senior Leadership Team, College Pastoral Teams as well as all staff at Strood Academy. 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 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.**

Removals in a term

Number of Removals	Action
1	<ul style="list-style-type: none"> ● MCAS notification to parent/carers ● A full day in the internal engagement room with a 60 minute detention
2	<ul style="list-style-type: none"> ● MCAS notification 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"> ● MCAS notification to parents/carers ● A full day in internal engagement room with a 60 minute detention ● Behaviour report with SSM (Orange report).
4	<ul style="list-style-type: none"> ● MCAS notification to parents/carers

	<ul style="list-style-type: none"> ● 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 SSSM/HOP (Red report)
5	<ul style="list-style-type: none"> ● MCAS notification 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"> ● MCAS notification 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"> ● MCAS notification 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"> ● MCAS notification sent to parents/carers ● Full day in internal engagement room with a 60 minute detention ● Behaviour report with SSM(orange report).
4	<ul style="list-style-type: none"> ● MCAS notification sent 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 SSSM/HOP(red report)
5	<ul style="list-style-type: none"> ● MCAS notification sent 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)

Additional Support: The Student Support Plan (SSP)

Students who are sanctioned to three Lodge placements or 5 removal/truancy incidents in a term will 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, 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 an "orange report"(HOP/SSSM) system, ensuring consistent communication and support.

Strood Academy 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).

Strood Academy's Commitment

Strood Academy 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 school email address (bullying@stroodacademy.org) 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.

Strood Academy Anti-Bullying Policy: Student Involvement

Strood Academy 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 school 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 school'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 school 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 Strood Academy.

Strood Academy: Safeguarding Students from Sexual Violence and Harassment

Strood Academy 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 school.

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

Strood Academy 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.

Strood Academy: Anti-Drugs Policy

Strood Academy 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 school 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 school 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

- RSE (Relationships and Sex Education) lessons
- Form time activities
- Guest speakers from external agencies, organisations, and charities
- Age-appropriate assemblies
- work with the school 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.

Strood Academy: Search, Confiscation, and Reasonable Force Policy(see policy on our website)

Strood Academy 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.
- **School Property Searches:** We reserve the right to search school 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 school rules

Confiscation

- **Prohibited Items:** Confiscated items will not be returned to the student, including harmful or disruptive items.
- **Student Responsibility:** Students bring items to school at their own risk. The school 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

Strood Academy may involve the police for drug detection on school 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 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.

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:

- **Buddy system:** Pairing students with peers who can offer support.
- **Internal exclusions:** Temporary removal from class within the school for a short period.
- **Pastoral support programs:** Providing social, emotional, and wellbeing support.
- **Referral to external agencies:** Connecting students with specialists outside the school.
- **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 program:** Promoting mental and emotional well-being.
- **External placements:** Arranging alternative placements for students who require additional support.
- **Academy police officer:** Collaboration with a school-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 a 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 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.

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.

Student Code of Conduct 2024-2025

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 to 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 behaviour.
- Read and sign the code of conduct.

Strood Academy Values

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'

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

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)
- Skirts **MUST** be an appropriate length (knee level) and must not be rolled up or under
- 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/painted 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 items that could be used as an offensive weapon
- Never misrepresent the academy online through social media sites such as Instagram, Snapchat, Facebook, Tik Tok, WhatsApp etc.
- Keep the school free from any form of vandalism including, litter and graffiti
- Not bring fizzy or energy drinks onto the academy site
- Talk to someone if they have a problem e.g. student support 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 support manager.
- Take care of their chromebooks and ensure that they are in sleeves when being carried.

STROOD ACADEMY HOME SCHOOL AGREEMENT 2024-2025

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/painted 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 items that could be used as an offensive weapons • Never misrepresent the academy online through social media sites such as Instagram, Snapchat, Facebook, Tik Tok, WhatsApp etc. • Keep the school free from any form of vandalism including, 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 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. • Take care of their chromebooks and ensure that they are in a sleeve when being carried 	<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, Tik Tok, WhatsApp etc. • Never misrepresent the academy online through social media sites such as Instagram, Snapchat, Facebook, Tik Tok, WhatsApp etc • Take an active role in the education of my child; e.g. attend Parents Evenings, report any incidents to the college team. • 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/painted 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. • Use MCAS(My child at school) to track my child's attendance, progress and behaviour/conduct. 	<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.

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.



STROOD
ACADEMY

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