



Leigh Academy Bearsted

BEHAVIOUR POLICY 2025 - 2026

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Mission Statement

At Leigh Academy Bearsted, every child has the right to learn without disruption. Disruptive behaviour is any action that interrupts teaching, learning, or daily school operations. This policy outlines our behavioural expectations and is built on a foundation of mutual respect and high standards, which are crucial for both academic and personal development.

As an IB PYP school, we aim to create a positive environment by consistently teaching and modelling what good behaviour looks like. We believe that good behaviour is the **expectation, not the exception**, and we consider it our minimum standard. All staff and visitors are expected to model the behaviour we expect from our pupils.

Our goal is to foster self-discipline and accountability in our pupils. While adults manage and influence behaviour, children are responsible for the choices they make. We do this by developing social skills and maintaining positive relationships, ensuring all pupils are equipped to accept responsibility, manage conflict, and respect others.

The aims and purpose of this policy

At Leigh Academy Bearsted, we believe that an environment built on mutual respect and high expectations is essential for every child's academic success and personal development. Our behaviour policy upholds this belief and is designed to reflect our status as an IB PYP school.

The purpose of this policy is to:

- Create a positive and supportive environment that promotes good behaviour and well-being.
- Set clear and consistent expectations for all pupils, while also recognising their individuality.
- Foster self-respect, self-control, and accountability to boost pupils' self-esteem.
- Encourage moral awareness and responsible behaviour through a range of teaching strategies.
- Ensure a consistent approach to both positive and negative behaviour.
- Strengthen the partnership between home and school.

We define disruptive behaviour as ***'any action that interrupts teaching, learning, or daily operations at any level.'***

The IB Learner Profile

As an IB PYP school, every interaction is an opportunity for pupils to demonstrate the IB Learner Profile attributes. We aim to develop a positive community where pupils respect themselves, others, and the wider world by being:

- **Principled:** Honest, fair, and respectful. Taking responsibility for their actions.
- **Caring:** Showing a caring attitude towards the school community and environment.
- **Open-minded:** Respecting others' points of view and learning from their experiences.
- **Balanced:** Taking care of their physical and mental well-being, and being mindful of others'.
- **Communicators:** Listening to others, expressing themselves clearly, and working collaboratively.
- **Reflective:** Considering their strengths and areas for development to improve and grow.
- **Knowledgeable:** Remembering techniques and strategies to manage their well-being and learning.
- **Thinkers:** Making careful and considered decisions.
- **Inquirers:** Being proactive in finding solutions and seeking advice.
- **Risk-takers:** Being willing to try new things, understanding that mistakes are learning opportunities, and standing up for what is right.

Core Principles

This policy is based on two core principles:

- **The Right to Learn:** Every child at Leigh Academy Bearsted has the right to feel safe, secure, and to learn without disruption.
- **The Right to Teach:** Every adult at Leigh Academy Bearsted has the right to teach without obstruction and to work in a mutually respectful environment.

Links with other school policies and practices

This policy lines with several school policies, practices and action plans including:

- [Anti-Bullying Policy 2025/2026](#)
- [Parent Code of Conduct 2025/2026](#)
- [Behaviour in Schools Guidance](#)
- [LAT Disruption- Free Learning](#)
- [Safeguarding & Child Protection Policy](#)

Outcomes

Our behaviour policy aims to achieve the following:

- **A positive school ethos:** Promote an excellent school culture where everyone feels valued and respected.
- **A happy school community:** Ensure all pupils and staff are happy, safe, and enjoy coming to school.
- **Outstanding learning:** Support excellent teaching, learning, and progress for every child.
- **High standards:** Uphold and promote the high standards and expectations of our school.

Recognition and Rewards

Positive reinforcement is the most effective way to manage behaviour. We actively notice and celebrate good behaviour, positive attitudes, and strong work ethics. Our recognition and rewards are aligned with the IB Learner Profiles and include:

- **House Points:** Children can earn house points for their behaviour, attitude and demonstrating the Learner Profile Attributes around the academy. House points can be awarded by any member of academy staff. Pupils receive a coloured token to contribute to their house team's total. An end of module reward will be given to the team who win the most points.
- **Weekly Celebration Assemblies:** Class teachers choose pupils to receive a certificate of recognition. These assemblies also include announcements of house points and attendance figures at the end of each term. A pupil's success will be celebrated in our school newsletter.
- **Personal Postcard:** A member of staff may want to recognise a pupil who has embodied our expectations, a postcard will be sent home for pupils and parents/carers to celebrate. It will explain exactly what the pupil did and why they've earned this special recognition. This reward is based on merit and will be sent out as soon as it is deserved.
- **Principal's Tea Party:** At the end of each module, a pupil or pupils who have consistently demonstrated personal excellence can be nominated to attend a special tea party with the Principal, Mrs Tipple.

Strategies

Our behaviour policy is designed to be understood and supported by everyone in our school community: pupils, parents, staff, and governors. To achieve this, we will:

- **Make expectations clear:** We will teach and model moral values, responsible behaviours, and self-discipline so that pupils understand what 'good behaviour' looks like.
- **Focus on the behaviour, not the child:** We ensure that children understand it is the behaviour that is unacceptable, not them as an individual.
- **Involve parents early:** We will contact parents and carers via letter (See Appendix B) /telephone/in person to discuss concerns and agree on a plan of action whenever appropriate.

Specific Responsibilities:

The Principal

The Principal is responsible for the consistent implementation of this policy across the school, as required by the School Standards and Framework Act 1998. The Principal will also:

- Ensure the health, safety, and welfare of all pupils.
- Set the standards for behaviour and support staff in upholding them.
- Have access to records of all reported incidents and parental contact.
- Have the authority to issue fixed-term suspensions and, for serious or repeated acts of anti-social behaviour, permanent exclusions.
- Publicise the Behaviour Policy to staff, parents, and pupils in writing at least once a year.

Governors

In line with the Education and Inspections Act 2006 (EIA), the governing body must ensure that policies promoting good behaviour are being followed. The governing body will:

- Provide guidance to the Principal if the governing body wishes the policy to include or address specific measures.

Senior Leadership Team & SENDCo

The SLT and SENDCo are responsible for overseeing the policy's day-to-day application and providing support. They will:

- Regularly monitor and review incident forms, parental contact forms, and behaviour reports.
- Ensure all behaviour incidents are followed up by the appropriate staff members.
- Provide support to pupils, their families, and staff.
- Identify pupils who may need additional support, including the use of Individual Behaviour Management Plans.
- Liaise with outside agencies as necessary.

Teachers & Teaching Assistants

Staff members are responsible for maintaining a positive learning environment and upholding high standards of behaviour. Their responsibilities include:

- Enforcing behavioural expectations in the classroom and around the school.
- Displaying rewards, expectations and possible consequences clearly in the classroom.
- Using core strategies to promote high expectations, such as building positive relationships and modelling good behaviour.
- Following up all behaviour incidents with a restorative conversation.
- Keeping parents and carers updated on their child's behaviour.
- Completing behaviour and parental contact reports where appropriate.
- Confiscating pupils' property, such as jewellery, mobile phones, or toys, if they are deemed to be against school rules or disruptive. These items will be held securely until the end of the day, term, or until a parent collects them.
- Liaising with external agencies to support a child's progress when needed.

Parents'/Carers' Responsibility

For pupils to reach their full potential, a strong partnership between home and the academy is paramount. We believe that parents, carers, and teachers share the common goal of ensuring all children are safe, happy, and successful at school.

To support this partnership, parents and carers are expected to:

- **Support the academy's ethos, vision, and values.** Work with staff to do what is best for our pupils.
- **Ensure your child understands and follows our behaviour policy.** This includes expectations for punctuality, attendance, uniform, and having the correct PE kit.
- **Model respectful behaviour** towards all members of the school community, including staff, other pupils, and other parents.
- **Address and correct your child's behaviour** when it could lead to conflict, aggression, or unsafe conduct.
- **Adhere to the Home-School Agreement.**
- **Use the correct communication channels** to raise issues constructively and positively.
- **Ensure you and your child respect academy property** and its environment by adhering to all academy protocols and procedures both inside and outside (including the car park).

- **Inform the academy of any issues as early as possible.**

We ask for your support in maintaining a positive and respectful learning environment for everyone.

Pupil Responsibilities

It is every pupil's responsibility to ensure they do the following:

- **Respect the classroom and academy rules** by listening attentively when the teacher is speaking and following all instructions the first time they are given.
- **Show readiness to learn** by arriving on time, having all the correct equipment for each lesson, and actively participating in class discussions.
- **Behave responsibly** by treating everyone with kindness, showing respect to both staff and fellow pupils, and looking after all school property.
- **Embody our school values** by consistently demonstrating the school rules that are explained in assemblies and displayed in every classroom.

Social Times - Break time / Lunch time/ Wrap Around Care

To ensure a safe and positive environment during social times, all staff on duty are responsible for actively supervising pupils. We have a duty rota in place to ensure consistent oversight on the playground.

Our staff are encouraged to be engaged with pupils, supporting their play and games. While this active supervision is key, **conferencing** is our primary strategy for resolving conflicts.

We expect all staff on duty to follow the consequences outlined in **Appendix A**. A member of the Senior Leadership Team (SLT) will also be available during lunchtimes to offer support. Additionally, our Pastoral Support Officer, Mrs Sam Ansell, or a member of SLT will provide a dedicated space (Reflection Room) for pupils who need time for reflection and to manage their behaviour.

Consequences

While we use rewards to encourage positive behaviour, Leigh Academy Bearsted also uses consequences to address unacceptable behaviour. This ensures the safety, stability, and learning of everyone in our community. To maintain a respectful environment, we use disapproval as a powerful deterrent. With adult support where necessary, pupils are always given the opportunity to manage their own behaviour. Our main goal is to promote positive learning behaviours and prevent the need for an escalated response. To achieve this, we will always listen to a pupil's perspective and aim to de-escalate situations through discussion.

The academy's behaviour categories (Appendix A) outline the consequences for behaviour that does not meet the high standards expected of all pupils. Staff will calmly and clearly explain to pupils how their behaviour has fallen short of these expectations and apply the appropriate consequences.

Monitoring & Evaluation

The Senior Leadership Team will regularly monitor how this policy is being implemented. They will identify areas of good practice and opportunities for development, which will be addressed through continuous professional development. This ensures our staff are always supported in upholding our high standards for behaviour.

Behaviour Reports

Behaviour reports are short-term supportive tools designed to help pupils monitor their conduct, identify specific triggers, and improve engagement. These reports ensure transparency between the academy, the pupil, and their parents or carers.

All reports are issued for an initial period of five school days and may be extended by a maximum of five additional days if further monitoring is required. To ensure consistent oversight, the pupil must present their report at the end of each day to their Class Teacher or a member of the Senior Leadership Team (SLT) for review. A completed copy will be shared with parents or carers at the end of each week to facilitate a collaborative discussion regarding the pupil's progress.

The academy employs a tiered approach to behaviour monitoring, escalating only if conduct does not improve or if the severity of incidents increases.

- **Stage 1: Class Teacher Behaviour Report** This is the first stage of formal monitoring. A Class Teacher report is initiated following five recorded Category 2+ events on Bromcom. It is used to address emerging patterns of behaviour and assist the pupil in meeting specific classroom expectations.
- **Stage 2: Leadership Behaviour Report** Issued if behaviours persist or escalate following a Class Teacher Report. This stage involves direct oversight from the SLT to provide increased accountability.
- **Stage 3: Principal Behaviour Report** The highest level of internal monitoring, implemented if concerns remain or escalate further. This stage signifies the need for formal intervention and a comprehensive review of the pupil's conduct.

Internal Suspension

An internal suspension is a short-term measure to address behavioural issues and ensure the school day runs smoothly. When a pupil is internally suspended, they are removed from all contact with their classmates. They will be kept separate during lessons, breaks, and assemblies, and will be supervised by a senior member of staff. Parents or guardians will be formally notified.

Suspension and Permanent Exclusion

A child can be suspended for a fixed period for repeated or very serious misbehaviour. In the most severe cases, the Principal may decide to permanently exclude a child from the academy. For more details, please see the LAT's Suspensions and Permanent Exclusions Policy on our website.

Damaging Digital Devices

Intentionally damaging or breaking a digital device, such as a Chromebook, iPad, or similar device, will result in serious consequences. This is an immediate Category 3 consequence (See Appendix A). Parents will be charged for the cost of repairing or replacing the broken digital device. For example, the cost of repairing a broken iPad screen will be £30, whilst replacing a broken Chromebook screen will be £50. Should a device require complete replacement, the cost for a new iPad will be £300, and a replacement Chromebook will be £350. Furthermore, students who intentionally damage devices may face a denial of future technology access rights. We regularly teach and revisit the diligent care of digital devices through our PYP curriculum approach, which instils and reinforces the Learner Profile Attributes of being responsible, principled, and caring.

Mobile phones and personal devices

Pupils are not to bring mobile phones onto school grounds unless they have the explicit permission of both a parent or guardian and the school (see Appendix C). If permission is granted, the phone must be clearly labelled and handed in at the office at the start of the day. It will be stored securely and returned at the end of the day. The school accepts no responsibility for any loss or damage to personal items. Pupils bring items onto school grounds at their

own risk.

The academy understands that pupils may have personal devices at home. If the academy is made aware of online behaviour incidents which impact pupils in the academy, consequences will be put in place in line with our Behaviour Categories ladder. Where necessary, these incidents will be dealt with in line with our Safeguarding Policy.

Anti-Bullying

At our school, we define bullying as behaviour by an individual or group that is repeated over time and intentionally hurts another person, either physically or emotionally. This is in line with the national definition from the Department for Education. We work with pupils to help them understand the difference between bullying and other types of hurtful behaviour. We also support national awareness days and offer a variety of activities to encourage social inclusion.

We encourage pupils to talk about bullying through several systems. We hold open discussions during 'circle time' in class and in assemblies and workshops. Pupils are taught to report bullying to a staff member, whether they are experiencing it themselves or have witnessed it happening to someone else. Additionally, we have the use of 'Zones of Regulation' each morning, which allows pupils to raise individual concerns privately.

The Senior Leadership Team ensures that anti-bullying is a high-profile topic throughout the school. We are committed to providing all staff with the necessary training and support to respond to bullying incidents confidently. Staff also play an active role in deciding how bullying and anti-social behaviour are addressed. When more serious incidents require further investigation and meetings with parents, staff are fully supported in these processes.

Racism

Racism is defined as prejudice, discrimination, or antagonism against a person or group based on their race or ethnicity. Any racist incidents within the academy **will not** be tolerated.

In the event of a racist incident, we will take the following steps:

- An official incident log will be created.
- The parents of all children involved will be informed.
- Consequences will be applied (see Appendix A), which, in extreme cases, may include exclusion.
- Class teachers will work with their pupils to promote diversity and challenge racism through the curriculum.

The Senior Leadership Team will ensure that:

- The school's ethos promotes diversity and actively challenges racism through teaching.
- Staff are well-trained and confident in responding to racism.
- Support is available for further investigation and meetings with parents.

Support for pupils with SEND

At Leigh Academy Bearsted, it is our belief that creating a calm and orderly environment will benefit all pupils, including those with a SEND, enabling them to learn and to feel safe. We are proud to have been awarded the National Nurturing School's accreditation, for our work on creating a warm and nurturing environment, with all staff having a clear understanding of the wider impact of ACEs and neurodiversity on individual's behaviour. We have adopted the 'rubber band thinking' approach, having the same high expectations for all, but adjusting our approach for those children who need a more flexible or creative approach to managing behaviour. When children have specific and significant identified SEND, the academy works in partnership with external agencies to offer additional behavioural support to meet need and to enable success.

Formal Steps to Avoid Exclusion

Exclusion is a serious measure we strive to avoid (see [Suspensions and Permanent Exclusions Policy](#)). A fixed-term exclusion is only used after we have implemented alternative strategies and partnered with parents to find additional support. In most cases, pupils respond positively well before an exclusion becomes necessary. We believe that a strong partnership between the school and home is the most effective way to help a child take responsibility for their behaviour.

Use of Reasonable Force

Force cannot be used as a punishment; this is always unlawful.

To maintain the safety and welfare of all pupils, it may sometimes be necessary to use reasonable force ([Use of Reasonable Force in Schools, July 2013](#)). This is a last resort, used only when all other options for a child to regain self-control have been exhausted.

It is important to understand the legal definitions:

- **Control** is passive physical contact, like standing between pupils or blocking a path.
- **Restraint** is active physical contact to hold back or bring a pupil under control, typically in more extreme situations.

All school staff have a legal power to use reasonable force. This power extends to any staff member, including temporary personnel like volunteers or parents on a school trip.

The use of force is permitted to:

- Remove a disruptive child from a classroom.
- Prevent a pupil from disrupting learning, a school event, or a trip.
- Prevent a pupil from leaving a classroom if it would risk their safety or cause disruption.
- Stop a pupil from attacking another person.
- Restrain a pupil who is at risk of harming themselves.

Academy trips

Our academy prides itself on the excellent behaviour of our pupils on all external visits. When on educational trips, visits, or tours, pupils are ambassadors for themselves, their families, and Leigh Academy Bearsted. The highest standards of behaviour are expected at all times.

Code of Conduct for School Trips

By accepting a place on a trip, pupils and parents/carers agree to the following conditions. A breach of this code may result in a pupil being sent home at the parents' expense.

On all trips, pupils must:

- Be safe, respectful, and prepared.
- Cooperate fully with staff and external providers.
- Wear their school uniform unless told otherwise.
- Participate in all planned activities.
- Be punctual for all activities and meeting points.
- Be polite and considerate to the public.
- Follow the local laws and customs of the places they visit.
- Not bring or buy any prohibited items or substances.
- Not use personal electronic devices unless given explicit permission by staff.

We reserve the right to remove a pupil from a trip if their behaviour is a risk to themselves or others. This will be discussed with parents/carers beforehand.

Transport Rules

When using school transport, pupils must:

- Stay seated, face forward, and wear a seatbelt if one is provided.
- Not speak to the driver while the vehicle is moving.
- Follow staff instructions for boarding and alighting.
- Store bags safely to keep emergency exits clear.
- Clear up all litter at the end of the journey.
- Not eat or drink unless given permission by the group leader.

Behaviour Outside of the Academy

Parents/carers are responsible for their child's behaviour outside of school. While we do not typically sanction off-site behaviour, we may intervene in certain circumstances. This includes:

- Behaviour that occurs during a school-organised activity or while travelling to and from school.
- Misconduct while wearing our school uniform.
- Behaviour that poses a threat to another pupil or could damage the academy's reputation.

These situations will be dealt with as a breach of our behaviour policy.

Equal Opportunities/Inclusion Statement

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

Review

This policy is subject to review every academic year or sooner should there be a change in practice.

Appendix A - Behaviour Categories

Category	Behaviour incident		Appropriate consequences	Comments
	Code	Possible Behaviours	<p>Yellow actions can be completed by the class teacher/teaching assistant.</p> <p>Amber actions to be completed by SLT</p>	
1	DBE Disruptive behaviour in lesson.	<ul style="list-style-type: none"> • Calling out • Wandering about classroom • Running in the academy building • Interrupting/irritating other pupils. • Ignoring Instructions • Silly noises/ annoyances • Talking during silent work 	<p>Consequences may include:</p> <ul style="list-style-type: none"> • Tactically ignore • Verbal reminder of inappropriate behaviour and consequences for repeating it. • Change of seating. • 5 Minutes off of a break or lunch time. Time can be spent in the Reflection Room/Zone. • Tidying up their own rubbish/mess. 	<p>Not recorded</p> <p>No other staff members involved</p> <p>Teachers & TAs on duty to deal with playground incidents.</p> <p>Escalate to Category 2 and record on Bromcom if the behavior is repeated <u>three times</u> within a single session (lesson, break or lunchtime) or three times across one school week.</p>
DBP Disruptive behaviour on playground	<ul style="list-style-type: none"> • Playground disagreements - arguing / bickering • Dropping litter/food (extends to academy hall) • Intentionally pushing in line. • Consensual playfighting. 			
LEFT Exiting the environment they are expected to be in without an adult's permission.	<ul style="list-style-type: none"> • Being in a building unauthorised (one off). 			
2	DF Defiance. Refusal to complete work or follow instructions.	<p>Repeated Category 1 behaviours within one day</p> <ul style="list-style-type: none"> • Refusal to work • Unacceptable output of work • Minor challenge to authority • Non-directed swearing 	<p>Consequences may include:</p> <ul style="list-style-type: none"> • Separation from the rest of the class within the classroom. • Separation from the rest of the class by moving to a different class in their year group for a set period of time. • 10 - 20 minutes off of break or lunch social time - time to reflect and/or to complete unfinished work. Time can be spent in the Reflection Room/Zone. • Writing a letter of apology during playtime/breaktime. • Repair/clean up of damage. <p>Consequences will include:</p> <ul style="list-style-type: none"> • Issuing of Behaviour Letter 1 after 5 recorded events in one module. • Class Teacher Behaviour report Behaviour report to be 	<p>Behaviour incident to be recorded on Bromcom by person who initially dealt with the incident. This staff member to report behaviour event to the pupil's class teacher via Google Chat feature</p> <p>Pupil voice to be captured and added to the behaviour event recorded on Bromcom.</p> <p>Class teacher to inform parent or carer either through face-to-face or telephone contact.</p> <p>Discuss with Phase lead if ongoing concerns.</p>
RU/DIS Rudeness/ Disrespect with peers and others	<ul style="list-style-type: none"> • Antagonising other children - taunting, goading, mocking or inciting others to do or say unkind things. 			
DLE Disrupting the learning environment	<ul style="list-style-type: none"> • Deliberate or intentional disruption 			
INDEV Inappropriate use of device	<ul style="list-style-type: none"> • Not using a device appropriately or as instructed. 			
PCP Physical contact to peer	<ul style="list-style-type: none"> • Play fighting that is not consensual or goes too far. • Pushing or shoving another child • Tripping, grabbing or pulling • Poking or flicking. 			

			<p>started and to last for a full 5 days. The completed behaviour report card will be shared with parents or carers at the end of the week.</p> <p>Report charts can be extended for a maximum of an additional week.</p>	
3	<p>DP Damage to property</p> <p>OTHER Any incident that doesn't fit into any of the categories mentioned</p>	<p>Repeated Category 2 behaviours</p> <ul style="list-style-type: none"> Intentionally or deliberately damaging either school or another pupil's property. Stealing academy/another pupil's property (first time offence) 	<p>Consequences may include:</p> <ul style="list-style-type: none"> Separation from the rest of the class - external from the classroom. Writing a letter of apology during break/lunch time. A safeguarding incident should be logged for the use of discriminatory or homophobic language. Internal isolation <p>Consequences will include:</p> <ul style="list-style-type: none"> Issuing of Behaviour Letter 2 after 10 recorded events in one module. Leadership behaviour report This will be issued should behaviours continue or escalate from a Class Teacher Report chart. Behaviour report to be started and to last for a full 5 days. The completed behaviour report card will be shared with parents or carers at the end of the week. <p>Report charts can be extended for a maximum of an additional week.</p> <p><i>Is there an underlying issue? Would a referral to the SENCO be appropriate? Use Initial concern form to refer.</i></p> <p><i>Is there an underlying issue? Would a referral to the PSO be appropriate? Contact Mrs</i></p>	<p>Behaviour incident to be recorded on Bromcom by person who initially dealt with the incident. This staff member to report behaviour event to the pupil's class teacher via Google Chat feature</p> <p>Pupil voice to be captured and added to the behaviour event recorded on Bromcom.</p> <p>Class teacher to inform parent or carer either through face-to-face or telephone contact.</p> <p>Discuss with Phase lead if ongoing concerns.</p> <p>All completed weekly behavior report cards must be submitted to the Phase Leader for formal record-keeping.</p>
	<p>DF Defiance. Refusal to complete work or follow instructions.</p>	<ul style="list-style-type: none"> Continuing repeated refusal to start or finish all set learning tasks 		
	<p>DLA The use of Derogatory and/or offensive language</p> <p>SW Deliberate use of swear words or gesticulations towards an adult or another pupil</p> <p>HOM Use of homophobic language or discrimination based on homophobia</p>	<ul style="list-style-type: none"> Harmful/hurtful/offensive name calling (persistent and targeted) Directed swearing at another child and/or adult Discrimination against others (including homophobia) 		
	<p>DIO Deliberately injuring other.</p> <p>AGB Aggressive behaviour</p>	<ul style="list-style-type: none"> An intended/malicious act carried out to deliberately hurt or upset another child - <ul style="list-style-type: none"> Shutting doors in another child's face Moving chairs as someone is about to sit down Trapping or restraining another child against their will (Teacher/TA judgement to be used here) Behaving in an aggressive manner towards other pupils or adults. 		
	<p>LEFT Exiting the environment they are expected to be in without an adult's permission.</p>	<ul style="list-style-type: none"> Being in the building unauthorised (repeatedly) Leaving class without permission 		
	<p>RU/DIS Rudeness/ Disrespect with peers and others</p>	<ul style="list-style-type: none"> Directed swearing Disrespectful behaviour towards adults - back chatting, rudeness or inappropriate responses. 		
	<p>DADEV Intentional damage to a device such as a chromebook or iPad.</p>	<ul style="list-style-type: none"> Intentionally damaging or breaking a digital device. E.g, a chromebook, iPad or similar such device. 		

	<p>PCP Physical contact to peer</p>	<ul style="list-style-type: none"> Spitting at another child Intentionally hitting or kicking another child. Pinching/punching another child Intentionally throwing an object at a peer to cause intended pain. 	<p><i>Ansell directly via email.</i></p>	
4	<p>RU/DIS Rudeness/ Disrespect with peers and others</p> <p>SW Deliberate use of swear words or gesticulations towards an adult or another pupil</p> <p>BEN Behaviour which endangers myself or others</p> <p>PCP Physical contact to peer</p> <p>FT Physical or verbal conflict between individuals or groups</p> <p>LEFT Exiting the environment they are expected to be in without an adult's permission.</p>	<p>Repeated Category 3 behaviours</p> <ul style="list-style-type: none"> Continued or serious challenge to authority. Endangering self or others. Persistent verbal abuse/swearing Persistent discrimination against others including racist incidents Malicious or inappropriate use of new technologies Theft of academy/pupil's property. Intentionally behaving in a manner that could cause harm to myself or others. Serious and intentional physical or verbal harm/damage caused to another student. Repeated physical contact. Throwing dangerous objects Serious and intentional physical or verbal fighting between two (or more) pupils. Repeatedly leaving the classroom without permission 	<p>Consequences <i>may</i> include:</p> <ul style="list-style-type: none"> Possible recompense for damaged or stolen property from parent. Internal isolation Possible fixed term suspension (to be decided by Senior Leaders) Suspension from site at lunchtimes Withdrawal from whole school events e.g. trips A safeguarding incident should be logged for the use of discriminatory or homophobic/racist language. A safeguarding incident should be logged for the use of all sexualised behaviour by one pupil towards another. 	<p>Requires immediate involvement of TLE/RCH</p> <p>Incident recorded on Bromcom.</p> <p>Child's class teacher to report behaviour event to the pupil's class teacher via Google Chat feature .</p> <p>Pupil voice to be captured and added to the behaviour event recorded on Bromcom.</p> <p>Telephone call/face-to-face contact/ letter/ meeting with parents by Phase Leader and Behaviour Lead.</p> <p>If persistent consider involvement of outside agencies and SENCO referral</p>
	<p>OTHER Any incident that doesn't fit into any of the categories mentioned</p> <p>DP Damage to property</p>	<ul style="list-style-type: none"> Stealing academy/another pupil's property (repeated). Bringing the school into disrepute e.g. on public transport, road. Vandalism on or to academy property Graffiti 	<p>Consequences <i>will</i> include</p> <ul style="list-style-type: none"> Issuing of Behaviour Letter 3 after 15 recorded events in one module. 	
	<p>AGB Aggressive behaviour</p> <p>RACI Racist incident</p> <p>HOM/DLA (As mentioned in Cate 3)</p>	<ul style="list-style-type: none"> Threat (verbally or otherwise) of physical violence. Treating someone unfairly or negatively because of their race, skin colour, nationality, accent or where their family comes from. <ul style="list-style-type: none"> -Use of derogatory terms or slurs -Making negative comments about physical features such as skin colour or hair. -Making racist jokes -Name-calling or insults -Exclusion or isolation because of race or ethnicity. -Intentionally mimicking accents or languages -Use of racist graffiti or symbols -Ridiculing or making fun of cultural practices, food or clothing that are different from their own. Persistent discrimination against others (including homophobia) 	<ul style="list-style-type: none"> Principal behaviour report. This will be issued should behaviours continue or escalate from a Class Teacher Report chart. Behaviour report to be started and to last for a full 5 days. The completed behaviour report card will be shared with parents or carers at the end of the week. <p>Report charts can be extended for a maximum of an additional week.</p>	

	<p>BULL Bullying</p> <p>INDEV Inappropriate use of device</p> <p>ISB Inappropriate sexualised behaviour</p>	<ul style="list-style-type: none"> Repeated or persistent act or series of acts that: <ul style="list-style-type: none"> Intentionally hurt an individual or group Intentionally harm an individual or group Are directed towards an individual or group Show an imbalance of power Occur in person or online Malicious or inappropriate use of technologies inside the classroom. Harmful Sexualised Behaviour (developmentally inappropriate behaviours) <p>Sexualised Communication (Verbal, Written or Digital)</p> <p>This includes but is not limited to:</p> <ul style="list-style-type: none"> Use of sexual slurs or derogatory terms. Comments about physical development. Inappropriate sexualised "jokes" or "dares". Persistently asking peers or adults questions of a sexual nature that cause discomfort or 'intentionally hurt or upset' another person. <p>Sexualised Physical Acts & Gestures:</p> <ul style="list-style-type: none"> Any non-consensual physical contact that is sexual in nature, such as touching others inappropriately or in a sexualised manner. Intentionally exposing one's own body parts or attempting to expose the body parts of others. Using body language or hand gestures to mimic sexual acts or to gesticulate towards others in a sexual way. Engaging in "dares" or "play" that involves sexualised themes or physical contact of a sexual nature. Using digital platforms to communicate suggestive or sexual content to peers. Using devices to view or distribute sexualised text or imagery. 		
5	<p>OTHER (Explain)</p> <p>As these behaviours are Category 5, you will need to explain in detail the events that occurred.</p> <p>Please report to a member of SLT to</p>	<p>A behaviour that is initially Category 4 becomes Category 5 misconduct if it is repeated or persistent despite previous interventions.</p> <ul style="list-style-type: none"> Repeated Stage 4 Behaviour Extreme danger or violence Very serious challenge to authority Verbal/physical contact to any staff Leaving the academy grounds without permission Possession of an offensive weapon Homo/bi/transphobic bullying 	<p>Consequences are:</p> <ul style="list-style-type: none"> Immediate exclusion, fixed term or permanent. A safeguarding incident should be logged for the use of all sexualised behaviour by one pupil towards another. 	<p>Requires immediate involvement of JTI / EEL.</p> <p>Incident recorded on Bromcom and explain in detail.</p> <p>Child's class teacher to report behaviour event to the pupil's class teacher via Google Chat feature .</p> <p>Pupil voice to be captured and added to the behaviour</p>

support with this.

- Possession of illegal drugs or alcohol
- Severe Sexual Misconduct. This includes, but is not limited to:
 - Persistent Sexual Harassment:
 - Continuing to use sexualised language or engaging in sexualised behaviour after previous interventions.
 - Directing repeated sexualised language or physical misconduct at a peer, teacher, or other adult.
 - Aggressive or Violent Sexual Conduct:
 - Sexualised behaviour paired with aggressive acts.
 - Acts of sexual assault that cause serious and intentional physical harm.
 - Making verbal or physical threats of violence that are sexual in nature.
 - Serious Digital Misconduct:
 - The deliberate distribution of explicit or indecent material

event recorded on Bromcom.

Formal meeting with parents and Principal.

Leigh Academy Bearsted will uphold the policy in its entirety, including the use of consequences. In a small number of specific cases, for children who need a more flexible or creative approach, adapted consequences may be given which are in line with the pupil's needs following discussion by the SLT.

Appendix B - Letters to Parents and Carers**First behaviour letter: Examples**

[INSERT DATE]

Dear [INSERT PARENT OR CARER'S TITLE AND SURNAME],

I am writing to you today regarding [INSERT CHILD'S NAME]'s recent behaviour at the academy. Unfortunately, I have observed that [INSERT CHILD'S NAME] has not consistently met the expectations outlined in our behaviour policy.

In line with the academy's procedures, your child has been placed on a **Class Teacher report chart**. This is a supportive measure designed to help [INSERT CHILD'S NAME] understand the impact their choices are having on their learning and the wider academy community. This report will run for an initial period of five school days, and I will provide you with a completed copy at the end of this week to review their progress.

It is crucial that [INSERT CHILD'S NAME] understands the importance of adhering to these standards. I would be grateful if you could discuss this matter with them and reinforce the goals of the report.

While I am confident that this intervention and your support at home will lead to a positive change, should their behaviour not improve, I will contact you again to arrange a formal meeting with the Vice Principal to discuss further steps.

Thank you for your continued support and cooperation.

Yours sincerely,

[INSERT TEACHER'S NAME]

Behaviour Letter 1 - Return slip

Please return this slip to the academy office to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter: Example

[INSERT DATE]

Dear **[INSERT PARENT OR CARER'S TITLE AND SURNAME]**,

Following my previous correspondence regarding **[INSERT CHILD'S NAME]**'s behaviour, I am writing to inform you that their conduct continues to fall short of the expectations outlined in our behaviour policy.

As the current support measures have not yet resulted in the necessary improvements, we must now move to a formal meeting to discuss a way forward. I would be grateful if you could attend a meeting at the academy with myself and our Vice Principal, **[Mr Leach/Mrs Champ - DELETE AS NECESSARY]**, as soon as possible.

To arrange a suitable date and time for this discussion, please contact **Mrs Ranger** at **cro@bearsted.latrust.org.uk**.

We look forward to meeting with you to establish a collaborative approach in addressing these concerns and ensuring **[INSERT CHILD'S NAME]** adheres to the academy's behavioural standards moving forward.

Yours sincerely,

[INSERT TEACHER'S NAME]

Third behaviour letter: Example

[INSERT DATE]

Dear **[INSERT PARENT OR CARER'S TITLE AND SURNAME]**,

I am writing to follow up on our previous correspondence and our meeting held on **[INSERT DATE OF MEETING]** regarding **[INSERT CHILD'S NAME]**. Regrettably, despite the interventions currently in place, their conduct at the academy has not shown the necessary improvement.

To address these ongoing concerns, we believe a more formal and structured approach is now essential. Consequently, a meeting will be convened with the Principal, the Special Educational Needs Coordinator (SENCo), and myself to develop a comprehensive plan of action. This meeting is a critical step in providing the level of intervention required to ensure **[INSERT CHILD'S NAME]** meets the academy's expectations.

Please contact Mrs Ranger at **cro@bearsted.latrust.org.uk** as soon as possible to provide suitable dates and times for this meeting.

We look forward to meeting with you to establish a collaborative approach in addressing these concerns and ensuring **[INSERT CHILD'S NAME]** adheres to the academy's behavioural standards moving forward.

Yours sincerely,

[Mr T Leach / Mrs R Champ] Vice Principal & Phase Leader

Dear Parent or Carer,

At Leigh Academy Bearsted, we strongly discourage pupils from bringing mobile phones to school. There is a risk of them being lost, damaged, or used inappropriately. If you need to contact your child during the school day, please call the main office.

If you believe your child has an essential need to bring a phone to the academy, please read our rules below and complete the attached form.

Academy Rules on Mobile Phones:

- This permission form must be completed and submitted to the main office before your child brings a phone to school.
- Phones must be handed into the main office upon arrival and will be stored securely in a locked cabinet until the end of the day.
- Phones must remain switched off while on academy premises.
- The academy accepts no responsibility for any loss or damage to mobile phones. We advise against sending expensive phones to school.

We ask for your support in ensuring your child understands and follows these rules, which are in place to keep all pupils safe.

Please remember that mobile phones provide access to the internet, which can be a risky place. We strongly recommend that you enable parental controls on your child's phone and talk to them about online safety. For more information, please read the academy's Acceptable Use of Technology policy.

Thank you for your support.

Leigh Academy Bearsted

I/We give permission to my child (name) to bring their mobile phone into the Academy. My child requires their mobile phone in the academy because

.....
.....
.....

We have read the Academy's Acceptable Use of Technology policy (in the link and on the Academy website) and agree to follow this.

Signed..... parent/carer

Signed.....pupil

Date.....

PLEASE RETURN THIS PERMISSION SLIP TO THE ACADEMY MAIN OFFICE