Leigh UTC
Dartford

Behaviour and Attitudes Policy

Document title:	Behaviour and Attitudes Policy
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1. Policy Statement

1.1. At Leigh UTC Dartford, we are dedicated to ensuring that our academy environment supports the learning and wellbeing of all students and staff.

1.2. This policy includes our Home Academy Agreement, which outlines what we expect from all stakeholders, in particular our students, and the sanctions that will be enforced if this policy is not adhered to. Additionally, this policy will outline ways in which we celebrate and encourage positive behaviour. Positive behaviour and self-discipline have strong links to effective learning and are vital for students to go on to be independent and positive contributors to their community and society.

1.3. Our Home Academy Agreement recognises the importance of a successful partnership between the academy, students, and parents.

1.4. Links with other policies:

1.4.1. Safeguarding & Child Protection Policy
1.4.2. Anti-bullying Policy
1.4.3. Special Educational Needs Policy
1.4.4. Teaching & Learning Policy
1.4.5. Assessment Policy
1.4.6 Dress Code for Students
1.4.7. LAT Policies
1.4.6.1. Attendance Policy
1.4.6.2. Uniform Policy, Suspensions and Searching & Screening Policy
1.4.6.3. Digital Strategy & Blended Learning Policy

1.5 Our academy behaviour policy is written in line with the following areas of legislation and guidance from the Department for Education (DfE) and explains the powers members of staff have to sanction students. The policy will be reviewed yearly.

- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Behaviour and discipline in schools Guidance August 2024
- Searching, screening and confiscation at school January 2022
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Use of reasonable force in schools January 2025
- Keeping children safe in education September 2025
- Exclusion from maintained schools, academies and student referral units in England August 2024

- Supporting students with medical conditions at school
- Special education needs and disability (SEND) code of practice 2015
- Leigh Academies Trust exclusion policy

DfE guidance explains that academies should publish their behaviour policy online. All Academies are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

2. Key Contacts

Name	Role	Email Address
Mrs K Pamphlett	Vice Principal	kathryn.pamphlett@utcdartford.latrust.org.uk
Mr J Kamya	Principal	jonathan.kamya@utcdartford.latrust.org.uk

3. Aims

3.1. The academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour we can develop good relationships throughout the academy, built on trust and respect, and that through the use of this policy we can support all students in developing a high level of resilience and social awareness. Our aim is to ensure that all our students, regardless of race, gender, sexuality, perceived ability, age, appearances or disability, are
equipped with key skills they need to continue to progress to the best of their ability in areas of life.

4. Academy and Staff

4.1. It is the responsibility of all staff to familiarise themselves and comply with this policy. The academy understands that the first step to modelling good behaviour is to lead by example and, therefore, all members of staff must act responsibly and professionally. We strive to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and applied fairly, proportionately, and without discrimination, considering SEND (special educational needs and disabilities) as well as the additional challenges that some vulnerable students may face. Staff are trained with face-to-face CPD to manage behaviour as part of their continued professional development and are well informed of the extent of their disciplinary authority. Where appropriate, the academy may utilise reasonable adjustments when managing the behaviour of SEND students.

4.2. We work with parents and carers to understand their children and their behaviour, encouraging parents to communicate with the academy if they have a concern about their child's behaviour. We promote good behaviour and will regularly report, in line with the Assessment, Reporting & Recording Policy, student attendance, merits, and negative logs at regular intervals throughout the year. Parents can also access this information through the MCAS app.

4.3. Staff are a constant presence around the academy, in between lessons, during social time, and before/after school. A member of the Senior Leadership Team will circulate the academy during lessons to ensure a calm and purposeful learning environment at all times.

4.4. We recognise that where individual students are engaging in continuing disruptive behaviour, there could be underlying or complex emotional needs. Our pastoral teams will ensure that if such needs are identified, we will do all we can to ensure that the student receives a personalised approach to support them and their learning.

4.5. Staff should:

4.5.1. consistently display good classroom management and promote excellent behaviour for learning;
4.5.2. establish a stimulating learning environment, deploying Quality First Teaching strategies at all times;
4.5.3. develop and promote traits of the IB Learner Profile;
4.5.4. mark and return students'
work in line with the Marking and Feedback Policy;
4.5.5. praise, actively encourage, and regularly reward students wherever possible; and
4.5.6. ensure that the full and correct use of the policy is used to address disruptive behaviour in lessons and follow up with necessary actions and sanctions.

5. Students

5.1. 'All pupils deserve to learn in an environment that is calm, safe, supportive, and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence procedures'. (DfE Behaviour in Schools - September 2022).

5.2. It is the responsibility of students to develop positive relationships, be respectful, and demonstrate acceptable standards of behaviour at all times. Students will be reminded of our expectations and the academy policy and procedures regularly. Students have a responsibility

to ensure that any incidents of disruption, violence, bullying, discrimination, and any form of harassment are reported as soon as possible.

5.3. We ask all students to sign the Home-Academy Agreement to indicate that they will respect and support the academy's behaviour policy.

6. Parents and Carers

6.1. 'Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them'. (DfE Behaviour in Schools - September 2022).

6.2. Parents and carers play a significant part in ensuring that their child is responsible for their own behaviour both in and when travelling to and from the academy. We ask all parents/carers to sign the Home-Academy Agreement to indicate that they will respect and support the academy's behaviour policy and the authority of the academy staff.

7 . Celebrating Excellence

7.1 Positive motivation lies at the heart of effective education and our system at the Academy is designed to recognise and celebrate effort, achievement and success at all times. The key themes from each attribute in the IB Learner Profile underpin the rewards and consequence policies and opportunities to enable students to be successful in all aspects of these will be embedded seamlessly throughout Leigh UTC Dartford community life. The purpose of this is:

- To motivate and encourage students.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals, year groups and Colleges.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

7.2 Implementation of this policy is completed by Rewards policy

8. Standards and Uniform

8.1. Suppliers: Leigh UTC Dartford has Brigade as our uniform supplier:
Brigade Clothing Limited - Direct Service for Parents - www.brigade.uk.com/parents/

- Select the item(s) you wish to order

- Select the colour you require
- Select the size you require
- Select the quantity you require
- Follow the site instructions should you wish to purchase more than 1 item
- Select view cart and review your order
- Select checkout
- Enter payment details ensuring you have done so correctly
- Select agree to the Terms and Conditions
- An order confirmation will be sent to your email address provided
- Your order is complete and will be delivered to the address provided

Further assistance provided through Brigade Customer Services: webhelp@brigade.uk.com

In order to comply with the Department for Education's Cost of School Uniforms guidance published in November 2021, Leigh UTC Dartford has significantly reduced the number of branded school items required. The only branded items that parents/carers are required to purchase are:

- Blazer with Leigh UTC Dartford Logo
- Leigh UTC Dartford college tie (Y7-9) or college lanyard (Y10-13)
- Leigh UTC Dartford PE shirt

Our full dress code policy is posted on our website.

9. Prohibited Items

9.1. The Academy will take a zero-tolerance approach to items brought onto the academy site which are prohibited. This list is not exhaustive:

9.1.1. alcohol, drugs or drug paraphernalia (including gummies);
9.1.2. cigarettes, vapes of any kind, matches or lighters;
9.1.3. chewing gum;
9.1.4. aerosols;
9.1.5. weapons of any kind
9.1.6. material that is inappropriate or illegal for children to have, such as racist, homophobic or pornographic
material;
9.1.7 . high energy or fizzy drinks;
9.1.8. items which are not appropriate for school life (such as water pistols, balloons etc)
9.2. No student may sell items on the academy site.

10. Drugs

10.1. We will not tolerate drug use of any sort on academy property or during off-site activities. This includes solvents and any other substance (gummies) that can be misused/harmful or drug paraphernalia. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs (including being under the influence). We will engage with the police if any student is involved with the above.

11. Prescription Drugs

11.1. Carrying, supplying, or taking prescription drugs illegally could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should make the academy aware of this in writing, and any medication should be left with the main reception where they will be locked away securely until required.

12. Alcohol

12.1. Consuming, carrying, or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

13. Criminal Damage

13.1. In the event a student damages the academy property or equipment, they will receive a sanction, and we will look to recover any costs incurred to fix, replace or repair the damage. We may also report any events to the police.

13.2. All of the above also applies when travelling to and from the academy.

14. Searching and Confiscation

14.1. Following guidance set out by the Education and Inspections Act 2006, all members of staff are authorised to use confiscation as a disciplinary sanction. This means that staff may confiscate or seize items in the possession of students that are illegal or prohibited; if they are found while students are on site.

14.2. The Principal and staff authorised by the Principal (Senior Leaders and Pastoral staff) have the power to search a student or their possessions, without consent, where they suspect the student has a prohibited item.

15. Mobile Phones

15.1. Mobile phones, smart watches, metaglasses and headphones must be switched off and in bags at all times when on site during school hours of 8:00am and 3:15pm. Students in Post 16 may use their mobile phones sensibly and appropriately in designated areas of the P16 study area and soft seating area during social time as set out by the P16 team.

15.2. Following recommendations from the Secretary of State for Education, mobile phones are not permitted whilst on site. If a mobile phone, smart watch, or headphones are seen or heard, they will be confiscated and handed to Main Reception, where they will be secured.

15.3. Refusal to hand over any of the above items will result in a sanction.

15.4. The academy will take very seriously any instances where a mobile phone has been used to film, photograph, or record staff or students without their permission. This is a criminal offence under the Protection from Harassment Act 1997 .

15.5. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is a good reason to do so. The DfE guidance states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be deleted before returning the item if they believe there is good reason to do so.

15.6. Only the Principal, Designated Safeguarding Lead, Vice Principals, or Deputy DSLs have the power to search a student's device.

16. Digital/Blended Learning Strategy

16.1 The Academy 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home. All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the LAT Chromebook Loan Agreement, as well as the acceptable use policy. When a student misuses their Chromebook this will lead to an action taken by the school this may include a sanction or a period of education.

16.2 Misbehaviour or misuse of the Chromebook may include but not limited to:

- Distraction within the classroom
- Not bringing chrome book to the Academy
- Accessing inappropriate sites including social media, chat rooms or gaming sites
- Anti-social online behaviour: harassment, intimidation or bullying via chromebooks will be dealt with in line with the Academy behaviour policy.
- Graffiti / Personalisation of chromebook
- Purposeful physical damage to Chromebook e.g removing keys

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

17 . Three Point Plan Behaviour System (Reminder, Alert, Removal)

17 .1. At Leigh UTC Dartford, we have developed a fair, clear, and consistent behaviour strategy that is applied in every lesson throughout the academy. Staff will also utilise the reward system to reward students for positive behaviours both in and out of lessons:

17 .2. The poster for the above will be clearly displayed in every classroom and can be found as part of the appendices.

17 .3. Pupils who are removed from a lesson will spend the rest of that lesson in the Refocus room, an out of lesson provision away from their peers until a set period's worth of work has been completed. This will prevent individual students from disrupting the learning of others, and therefore harming their chances of achieving to the best of their abilities and excelling in all that they do. If a student has been 'removed' then the teacher will add a negative point in Bromcom outlining what has happened leading to that student's removal. This will lead to staff in the Refocus room to be alerted and they will request the member of staff on patrol that they require collection. We will endeavour to collect students within 5 minutes and escort them to the Refocus room.

17.4 Students who are removed from a lesson will receive a detention of 20 minutes should they be removed and 40 minutes should they remove themselves from a lesson. Failure or refusal to go to the Refocus room will result in one day in the Realignment Room or TAP or fixed term suspension.

18. Inclusion and Reasonable Adjustments

18.1 The Behaviour and Rewards policy takes full account of the duties under the Equality Act 2010, ensuring non-discriminatory practice. Reasonable, appropriate and flexible adjustments will be made for students with a disability, including those experiencing mental health difficulties.

18.2 The Academy monitors data on exclusions and absence to identify any over-representation of particular groups and acts promptly to address disparities.
18.3 Students with an Education, Health and Care Plan (EHCP) or identified additional needs are expected to follow the Behaviour Policy; however, reasonable adjustments will be made where appropriate. Advice will be sought from the SEND Department and external professionals, and communicated to staff to inform behaviour strategies.

18.4 Alternative behaviour strategies will be implemented and regularly reviewed in consultation with all stakeholders during meetings. Staff must refer to student Support Plans on Bromcom for individual strategies and guidance when needed.

19. Professional Habit Reports

19.1. As part of an intervention to support students who accumulate several negative logs, placed into inclusion or demonstrate persistent punctuality concerns; we have created a range of report cards. Each PH report will be set up with the individual where 2-3 targets will be set to give them a focus to help address the particular behaviour that needs to be addressed.

19.2. All stakeholders will be involved in this process, and the individual will need to 'check-in' with the person responsible for overseeing their PH report as well as an adult at home, daily, to discuss their day/targets specified on the PH report card.

19.3. It is the student's responsibility to ensure that the PH report card is kept throughout the day, given to teachers and handed to the person responsible for overseeing their report and an adult at home.

19.4. PH Report cards will be completed until they have reduced overall negative BromCom points to be taken off of the PH report.

Behaviour Boundaries	**Reporting to**
-25	PD Mentor
-50	DoL/CoL
-75	SSM
-100	Assistant Principal
-150	Vice Principal
-200	Principal

19.5. In the event a student needs to be placed on a PH report, there must be dialogue between the student/person responsible for overseeing the report on the day the report card is issued.

19.7 . Coming off of Professional Habits Report - Students will go through the behaviour boundaries. Meaning a student on PH report to an SSM (-75) will have to be on PH report to a DoL/CoL followed by a PD mentor before coming off the report completely.

20. Sanctions

20.1 Detentions

20.1.1. Most detentions are conducted centrally using a rota, normally by a member of SLT. Failure to attend a 20-minute detention or poor behaviour in a 20-minute detention will result in an escalation to a 40-minute detention the following day. Failure to attend a 40-minute detention or poor behaviour in a 40-minute detention will result in an escalation to a 60-minute detention the following day. Failure to attend a 60-minute detention or poor behaviour in a 60-minute detention will result in an escalation to a day served in our Realignment room.

20.1.2. The DfE guidance states that “schools do not need to give notice to parents for after-school detentions”.

20.1.3. Daily events will be reviewed by the Assistant Principals and Vice Principals.

20.1.4. In the event the student is absent (authorised or unauthorised) for any of the sanctions, it will automatically roll over to the next day the student attends the academy. It is the student's responsibility to manage this, and we encourage parents/carers to contact the relevant pastoral team in the event their child is absent, so that we can support them to alter their future behaviours.

20.2. Realignment Room

20.2.1. In the event a student breaches the behaviour policy, they may be placed into inclusion for a minimum of 1 day. This runs daily from 8:30am until 3:15pm (except on Wednesday when it finishes at 2:10pm).

20.2.2 Break and lunch are taken in the Realignment Room at different times to the rest of the academy.

20.2.3 When students arrive at the Realignment room, they must hand in their mobile phone. Failure to do so will result in them having to complete a further day in the Realignment room.

20.2.4 Students need to follow the expectations of the Academy within the Realignment Room. Failure to meet targets in the Realignment Room will result in additional time to be spent in the room, or for more serious breaches, will result in an alternative provision in another Academy or a suspension from the Academy.

20.2.5 Students refusing to attend the Realignment Room will result in an escalation of the sanction to either a TAP or a Suspension.

20.2.6 Parents have a responsibility to prepare their child for a day in the Realignment Room. Failure to do so could cause a student to fail to meet the targets of the room and consequently serve consequences outlined above.

20.2.7 Students may also be placed in the Realignment room during investigations.

20.3 Temporary Advisory Placement (TAP)

20.3.1. In the event a student breaches the behaviour policy, they may be placed into inclusion at another school for a minimum of 1 day. This runs daily from 9:00am until 2:00pm (except on Wednesday when it finishes at 1:00pm).

20.3.2 When students arrive at the isolation room in another school, they must hand in their mobile phone. Failure to do so will result in them having an escalated sanction.

20.3.3 Students need to follow the expectations of the host Academy within their isolation room. Failure to meet their expectations is likely to result in an increased sanction.

20.3.4 Students refusing to attend the TAP will result in an escalation of the sanction.

20.3.5 Parents have a responsibility to prepare their child for a TAP at another school.. Failure to do so could cause a student to fail isolation and consequently require additional sanction.

20.3.6 Following any TAP in relation to an incident, parents/carers will be expected to attend a reintegration meeting with a member of the pastoral team at the school to discuss the reason for the TAP and seek reassurances from the student about their future conduct. The reintegration paperwork will be signed by all stakeholders and retained on the student's file.

20.4. Suspensions and Permanent Exclusion

20.4.1. The academy is committed to a policy of inclusion. The Principal will normally only resort to a fixed-term suspension or permanent exclusion when all other sanctions have failed or are deemed inappropriate. The Principal may also decide that a suspension is warranted in the case of a first offence, or a student who has not previously been monitored for behaviour, if the offence is of a sufficiently serious nature.

20.4.2. For any serious incident, a full investigation will be completed, and the Principal will decide if a fixed-term suspension or permanent exclusion is necessary. The Principal will apply the civil standard of proof.

20.4.3. A decision to exclude a student will only be taken in response to serious breaches of the academy behaviour policy and/or where allowing the student to remain in school would seriously compromise the educational welfare of the student or others within the academy.

20.5. Fixed Term Suspensions

20.5.1. If a student is issued a fixed-term suspension, under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their child/ren are supervised during the first five days of a fixed-term suspension. For fixed-term suspensions that last for more than six days, the academy is responsible for providing alternative full-time education from day six onwards. This also applies to students in our Post 16 provision.

20.5.2. Following any fixed-term suspension, parents/carers will be expected to attend a reintegration meeting with a member of the pastoral team at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct. The reintegration paperwork will be signed by all stakeholders and retained on the student’s file.

20.6. Clark College (Post 16 Students) - Termination of a student’s placement

20.6.1. Due to sixth form students being of non-compulsory education age, Leigh UTC Dartford reserves the right to terminate a student's placement within Clark College - Sixth Form following a one off serious breach of the Academy's behaviour policy or for persistent breaches of the Academy's behaviour policy, this may also include periods of Fixed Term Suspension followed by a termination of placement if improvements are not evident.

21.Inclusion Forum (Managed Moves and Off-site Direction)

21.1 The academy participates in an Dartford Leigh Academy Trust Inclusion Forum with local LAT academies for directing students off-site or managed moves.

21.2. The Education Act 2002 (Section 29A) states that academies have the power to direct a pupil off-site for education to improve their behaviour.

21.3. This will be for a period of time which will be discussed and set out with all stakeholders at the start of this intervention, with a review. In the event a student has participated in any of the above interventions, outside of the academy, they may be placed into a different small school on their return, as a further intervention.

22. Use of Force

22.1. Section 93 of the Education and Inspections Act 2006 enables all academy staff to use such force as is reasonable in the following circumstances:

22.1.1. to prevent students from committing an offence;
22.1.2. to prevent students from injuring themselves or others;
22.1.3. prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a lesson or otherwise.

22.2. In the event an adult is required to physically intervene (for example, if there was a fight between two students), there could be marks or bruising as a result; any physical intervention will be reported to the pastoral team and the DSL.

22.3. In the event that proactive and de-escalation strategies have not been effective, then it may be necessary to use a physical intervention. These interventions will be used only if reasonable, proportionate, and necessary. They are used as a last resort, where reasonable, proportionate, and necessary in order to fulfil our duty of care in order to protect the pupil from harm/the risk of harm to themselves and/or others.

22.4. In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed, the guidelines state that "... the law of negligence will be applicable wherein the academy staff will be expected to act as a 'reasonable prudent parent'." As an academy, we commit to avoiding the need for the use of physical interventions through a good understanding of our students, a strong commitment to meeting their needs, and a systemic, positive proactive approach to

behaviour. Parents/carers will be informed of the incident and involved where possible to lower the need for physical interventions.

23. Anti-Bullying

23.1. Leigh UTC Dartford is committed to creating a community where all students feel safe, respected, and supported. Bullying of any kind is not tolerated. This section outlines our approach to preventing and responding to bullying, aligned with our vision of Professional Habits, and our values of Respect, Relationships, and Responsibility. Every member of the Leigh UTC Dartford community has the right to feel safe, welcomed, and treated fairly. We believe in equal opportunities and mutual respect for all.

23.2. Bullying is defined as any deliberate action that causes a person to feel bad about themselves is unacceptable in any form. We are a supportive school community. All students and staff are expected to contribute to a positive culture where bullying is actively challenged, and all incidents are reported and addressed.

23.3. Examples of bullying include, but are not limited to:

- 23.4.1. Name-calling based on appearance or background
- 23.4.2. Dismissive or harmful "banter"
- 23.4.3. Derogatory comments about financial status, ability, or intelligence
- 23.4.4. Negative attitudes or abuse based on race, disability, gender, or sexual orientation
- 23.4.5. Persistent teasing or threatening behaviour
- 23.4.6. Physical violence
- 23.4.7. Online harassment or misuse of digital platforms

23.4. We acknowledge that those who bully may also require support to change their behaviour, and we are committed to providing appropriate interventions.

23.5. Bullying is defined as the use of aggression with the intention of hurting another person. It results in pain and distress to the victim and can take various forms:

- 23.5.1. Emotional: Exclusion, tormenting, threatening gestures
- 23.5.2. Physical: Hitting, pushing, kicking, or violence
- 23.5.3. Racist: Racial taunts, graffiti, gestures
- 23.5.4. Sexual: Unwanted contact or sexually abusive comments
- 23.5.5. Homophobic: Targeting based on actual or perceived sexuality
- 23.5.6. Verbal: Name-calling, sarcasm, spreading rumours
- 23.5.7. Cyber: Abuse through digital platforms, devices, or social media

23.6. Our anti-bullying policy aims to:

23.6.1. Ensure all students, staff, parents/carers, and governors understand what constitutes bullying and how to report it.

23.6.2. Make clear that bullying will not be tolerated in any form.

23.6.3. Ensure that support is available to both victims and perpetrators.

23.6.4. Promote an environment of inclusion, international mindedness, and British values.

23.6.5. Highlight all internal and external support routes available to students

23.7. When bullying or discrimination is reported:

23.7.1. It will be addressed and reported promptly by the appropriate member of staff.

23.7.2. In the event a student witnesses or experiences it, they must report it to an adult within the academy.

23.7.3. All incidents will be fully investigated and will be logged on Bromcom,

23.7.4. Parents/carers will be informed in all cases,

23.7.5. The Behaviour team will review any instances and supporting evidence, recommending appropriate sanction(s),

23.7.6. If appropriate, external agencies such as the police may be involved.

23.7.7. Follow-up with any victims will take place

23.8. When bullying has been identified then the below outcomes may be applied:

23.8.1. Sanctions, including reflection, off-site directions, fixed-term suspensions, or permanent exclusion, will be applied, as appropriate.

23.8.2. Restorative conversations and other interventions will be implemented where appropriate

23.8.3. Cases will be monitored to prevent recurrence

23.8.4. Victims will be offered emotional support from Student Services Managers, which may
include one-to-one sessions, restorative meetings, or referral to external services

23.9. We will use a wide range of strategies to prevent bullying:

23.9.1. Communicating the Anti-Bullying Policy through the academy website, assemblies, newsletters, and parent/carer forums

23.9.2. Providing parents with up-to-date guidance on cyberbullying and how to support their children.

23.9.3. Displaying clear anti-bullying messages throughout the school

23.9.4. Embedding anti-bullying and diversity themes into the curriculum, including PSHE and personal development time and assemblies

23.9.5. Promoting the Leigh UTC Dartford Professional Habits and British values through all aspects of school life

23.9.6. Encouraging international mindedness in line with the IB Learner Profile
23.9.7. By fostering a respectful, inclusive, and informed school community, we aim to prevent bullying before it occurs and respond swiftly and fairly when it does.

Appendices	
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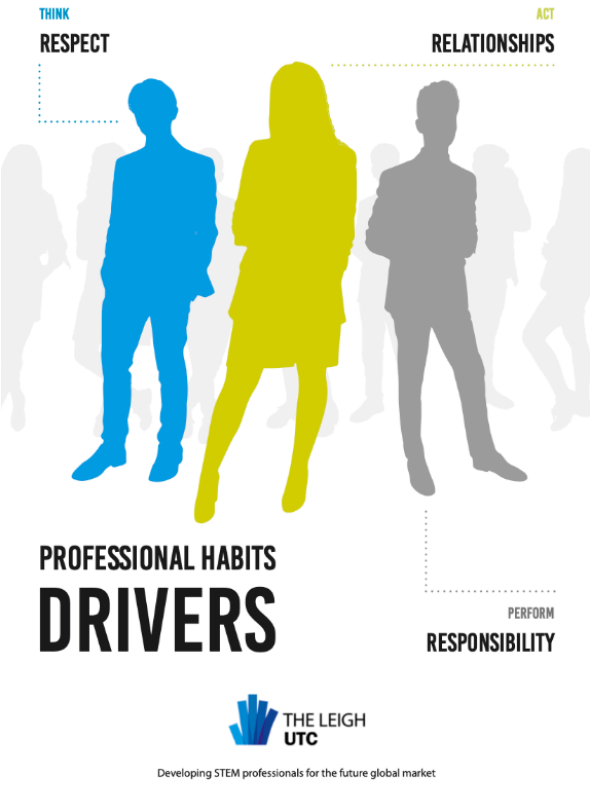
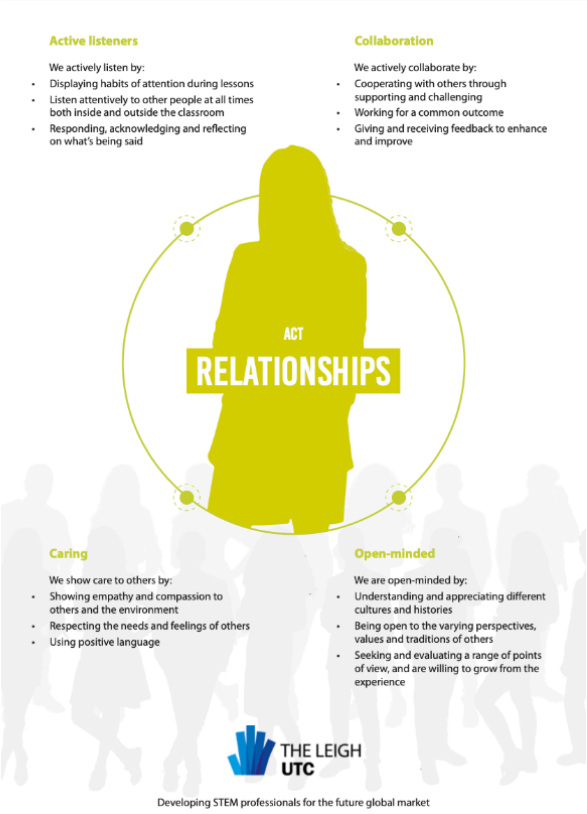
Appendix 1: Professional Habits

Professional Habits



Respect

Relationships



Responsibility

Appendix 2: Home Academy Agreement

Home School Contract

Leigh UTC Dartford

At Leigh UTC Dartford we aim to work with students to ensure they achieve their best. To be successful in this we believe that it is vital to work closely with parents/carers. This agreement will further enhance our partnership by sharing high expectations and goals.

	ACADEMY	LEARNER	PARENT/CARER
We will all work to ensure we are aspirational, ensuring the best learning experience for the student to prepare them for the future and an awareness of the world around them.	We will utilise and maximise every opportunity to develop and promote powerful knowledge and skills by providing the best learning experiences and utilising the most relevant technologies to support you to be the best you can be. We will actively seek out to enable success for all learners, all of the time to support you in becoming an expert in your chosen field. We will develop and ensure learners take ownership of their development	• I will always work hard to make the best of my learning by developing a deeper knowledge and understanding of the world around me. • I will work hard to become an active citizen capable of changing the world and bettering my community. • I will bring my Chromebook each day, fully charged so that I can engage with the learning provided that day.	• I will support, enable and empower my child to understand the world around them. • Curiosity, resilience and respect are characteristics I will develop in my child and will always encourage them to change the world and improve our communities. • I will help to equip my child to know what options are available for their future so they can make informed decisions. • I will ensure that my child has all their equipment required for learning (including their Chromebook, charged and ready) each day in school and I will support the school in meeting the high expectations set for my child around behaviour, uniform and learning.
We will all work to ensure we maintain professional relationships and standards through our interactions with each other and through	We will show respect in all aspects of what we do ensuring that our learners are open-minded, caring and balanced. We will actively work to develop and support a culture of balanced and reflective communication. We will guide our learners and encourage them to take ownership of their own actions. We guide them to develop into principled	• I will display and develop a professional working ethos when in the academy by following the academy rules. • I will display respect to myself, others, my environment, my own learning and the learning of others. • I will actively work to build positive relationships with others by actively listening, collaborating, caring and by being open minded.	• I will ensure my child understands the meaning of professionalism and ensure they behave in a professional way to enable their progress and success at the academy. • I will ensure that my child is ready to learn each day and will help them to pack their bag the night before each school day. • I will ensure they have and bring with them to school all the necessary
maintaining high expectations of one another.	individuals who behave consistently.	• I will follow the school professional habits for example the habits of attention, corridor habits, dining habits. • I will ensure I am prepared for learning the next day by packing my bag the night before each day, ensuring I have charged my Chromebook and I have the necessary equipment I require. • I understand that the only drinks allowed are water, sparkling water or flavoured water. I understand that I cannot bring in confectioneries.	equipment to be successful in their learning. • I will support the UTC encouraging my child to have a healthy lifestyle and diet. • I will regularly check MyChildAtSchool and monitor the behaviour of my child. • I will communicate in and around the school building appropriately and ensure that my child does the same. • I understand that the school aims to respond to queries within 48 hours and respect the work-life balance of school staff. • I understand that PE kit is part of the uniform and will ensure that my child wears the correct PE kit.
We will maintain good communication about progress and problems, so we can work together to make improvements.	We will give you meaningful feedback and guidance that helps you make progress and improve. We will ensure that you receive regular updates on your progress and have regular opportunities to discuss and improve your work.	• I understand that first and foremost I am here to learn and become educated. • I will work hard in all my subjects and ensure I am giving my best all the time to exceed my teachers' learning expectations. • I understand that hard work leads to progress and I will make good progress in all my subjects. • I will complete home learning tasks in line with the academy's expectation, including regular self-quizzing with my knowledge organisers. • I will improve my literacy by ensuring I read weekly, both fiction and non-fiction literature.	• I will regularly log into MyChildAtSchool to review my child's assessment data and discuss it with my child. • I will attend parent -teacher and parent-tutor evenings to meet with staff, so that we can work together to make sure my child makes excellent progress. • I will inform the UTC of any problems which could affect my child; through my child's Personal Development tutor or through info@utcdartford.latrust.org.uk
We will work to maintain a safe and secure	We will build a safe and secure community based on excellent relationships, respect for all and	• I will protect and respect the environment of the school and the community and never litter or damage property.	• I will instil in my child the importance of respecting the environment and the community. In addition to supporting in

environment where everyone and everything is respected.	responsibility. We do not tolerate bullying in any form and we commit to investigating and dealing with allegations of bullying in a timely manner. We will monitor student devices using Smoothwall and report any misuse of ICT resources.	• I will not bring anything into the Academy that might do harm or damage others. • I understand that there is a no touch rule at Leigh UTC Dartford. • I will take responsibility for my actions by displaying integrity, being honest, trustworthy and by taking responsibility for my own actions this includes attending detentions and refocus/realignment room when given this as a sanction. • I will accept the consequences that occur as a result of my actions. • I will not misuse ICT resources or engage in using ICT for any aspects of Cyberbullying. • I will follow the school rules with regards to mobile telephones which is 'When on site, out of sight.'	school behaviour I will ensure that my child is well-behaved travelling to and from school. • I understand that Academy staff have a responsibility to safeguard all students and this will result in confiscations of prohibited items or searches should they have reason to believe there may be children in possession of these items. • I will ensure my child takes responsibility for their actions. • I will instil the characteristics of integrity and honesty so they are trustworthy individuals. We will monitor our child's interactions when using ICT resources. • I will support the school with enforcing the mobile phone policy of 'when on site, out of sight.'
We will ensure that students are professionally dressed and this is modelled by staff and supported by parents/carers.	We will model the professional dress expectations required in a professional workplace.	• I will ensure I meet the expectation of the uniform policy of the Inspiration Academy (Y7-Y9) and the business dress code at Leigh UTC Dartford (Y10-Y13). • I will ensure I can be easily identified as a member of the school college by wearing my college tie/badge.	• I will make sure my child has the correct uniform at the Inspiration Academy and the business dress expectation o fLeigh UTC Dartford. • I understand that trainers, jewellery and heavy make up are not appropriate to wear as part of a business environment. • I will ensure my child has the relevant college tie/badge.
We will ensure that we work together to have high attendance and punctuality of all students.	We will lead by example and ensure we hold students accountable for their attendance and punctuality. We will communicate with parents to ensure students attend school as directed by national bodies and will consistently tackle poor attendance.	• I will keep my attendance above 96%. • I will attend school regularly and take responsibility for meeting the expectations the school has for my attendance. • I will attend lessons on time and maximise all the learning opportunities given to me.	• I will make sure my child attends regularly and on time. On the rare occasion when my child is unable to attend the Academy, I will ensure the school is informed on the first day of absence and each subsequent day thereafter. Poor attendance impacts my child and I will do everything I can to

			ensure that my child has an attendance well above 96%. • I will ensure I do not book holidays for my child during term time. • I will work with my child to ensure they are at school on time and will be supportive of sanctions when my child does not meet these expectations.
We will respect the Leigh UTC Dartford **ZERO TOLERANCE** policy. We all have the right to be treated with respect and dignity at all times. We should all be able to carry out our roles without being subject to abuse, whether physical or verbal. Inappropriate language and threats or violent, abusive or aggressive behaviour towards any members of our community shall not be tolerated. Anyone behaving in such a way will be asked to leave the premises; they may also receive a ban from the premises and their behaviour may be reported to the police.			

This contract will be signed by the leadership team of Leigh UTC Dartford, the parent/carer and the learner.

Terms and Conditions - Please ensure that you read the Home School Contract thoroughly.

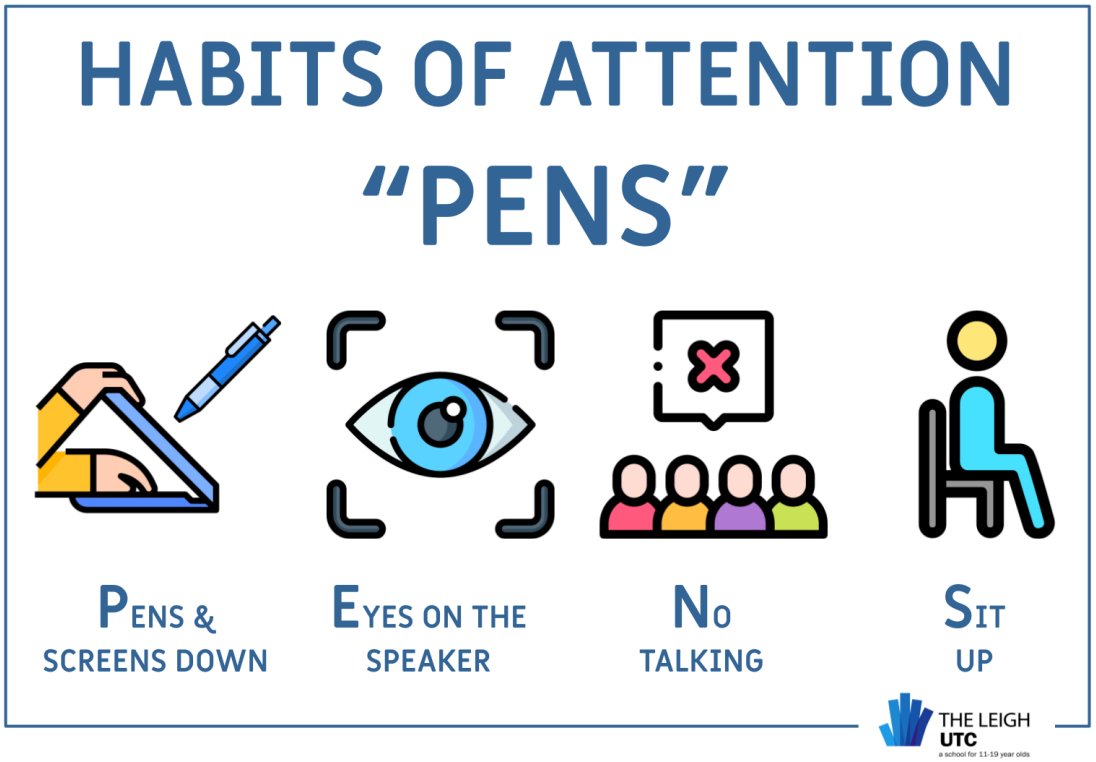
Mr K Watson **Principal**	Mrs Pamphlett **Vice Principal**	Mr Alamu **Vice Principal**	Mr Lawrence **Assistant Principal**	Mrs Walker **Assistant Principal**	Mr Davis **Assistant Principal**	Mrs Allen **Assistant Principal**	Mr Merry **Assistant Principal**

SLT of Leigh UTC Dartford
Brunel Way, Dartford, Kent, DA1 5TF.
01322 626600 Email:info@utcdartford.latrust.org.uk

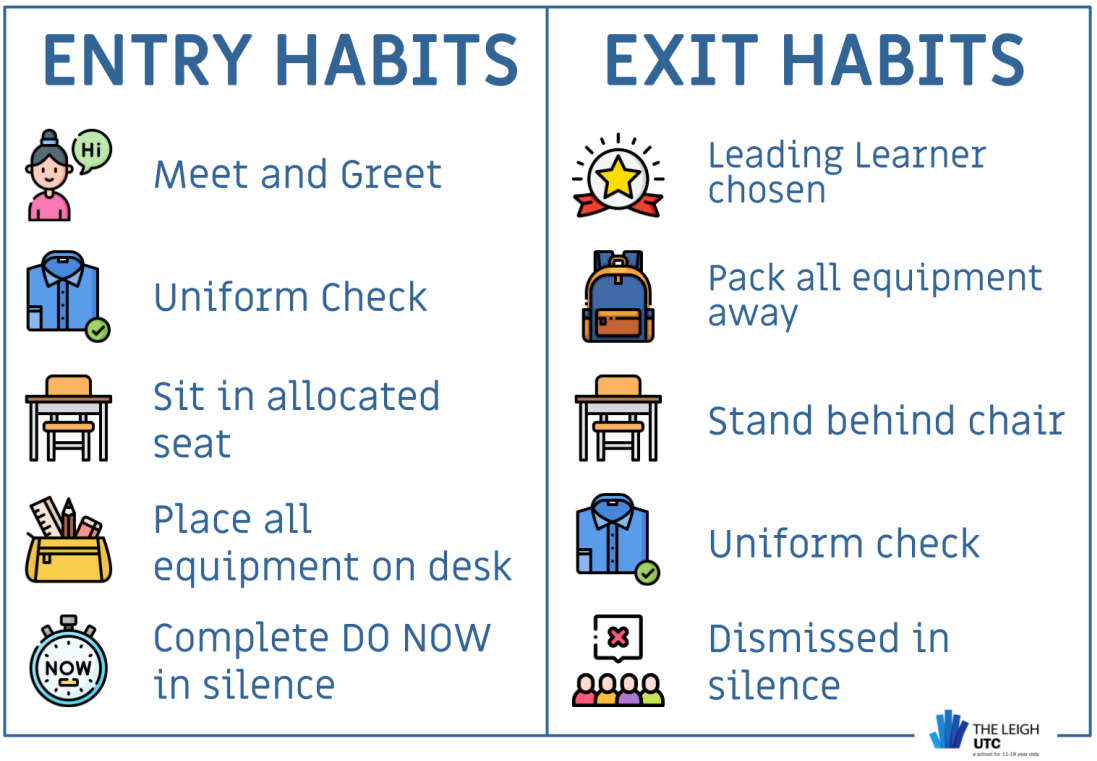
Appendix 3: Three Point Plan Behaviour System (Reminder, Alert, Removal)

Appendix 4: Behaviour Classroom Posters

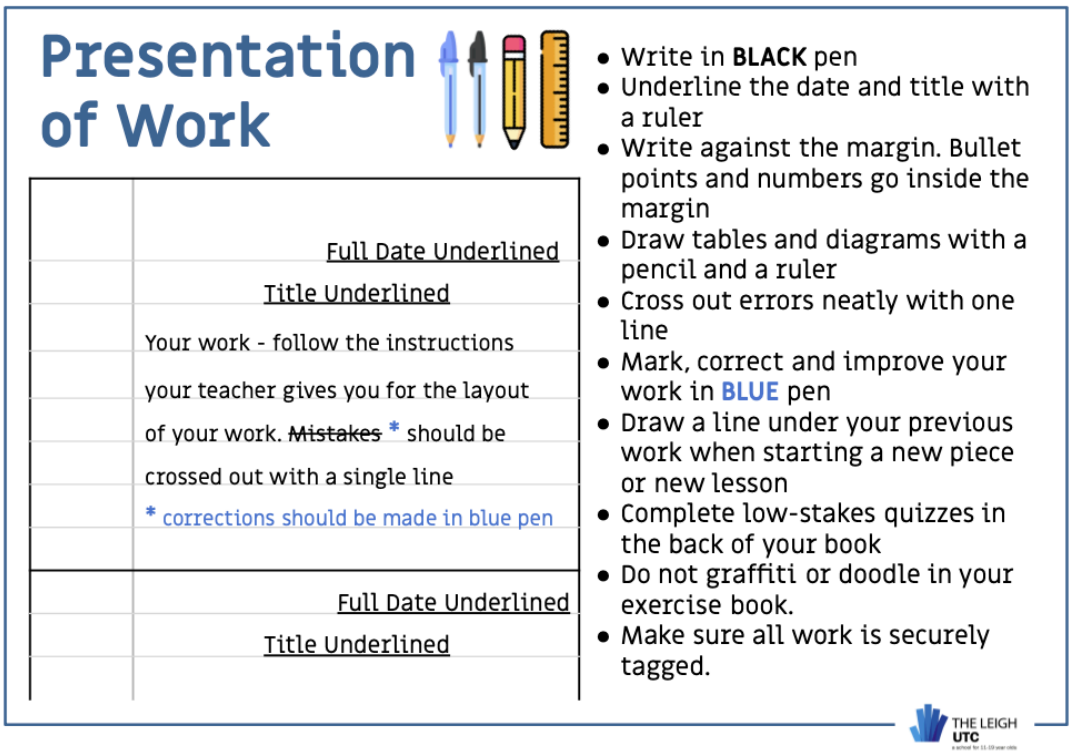
Guidance for students helping them understand what good attention looks like



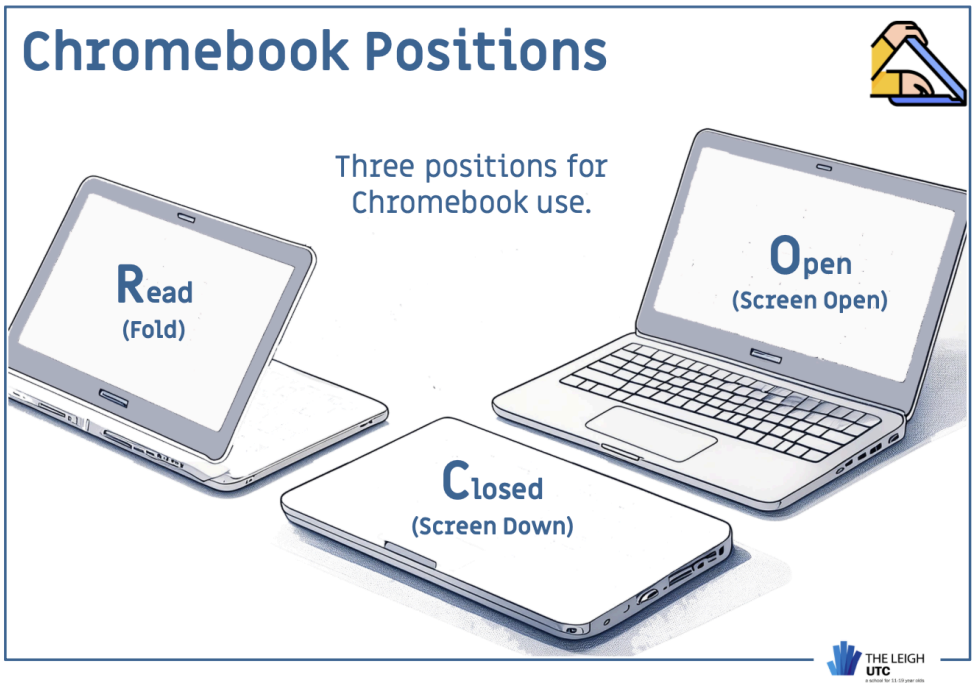
Entry and Exit Habits to help students make positive transitions into and out of lessons



Book Presentation

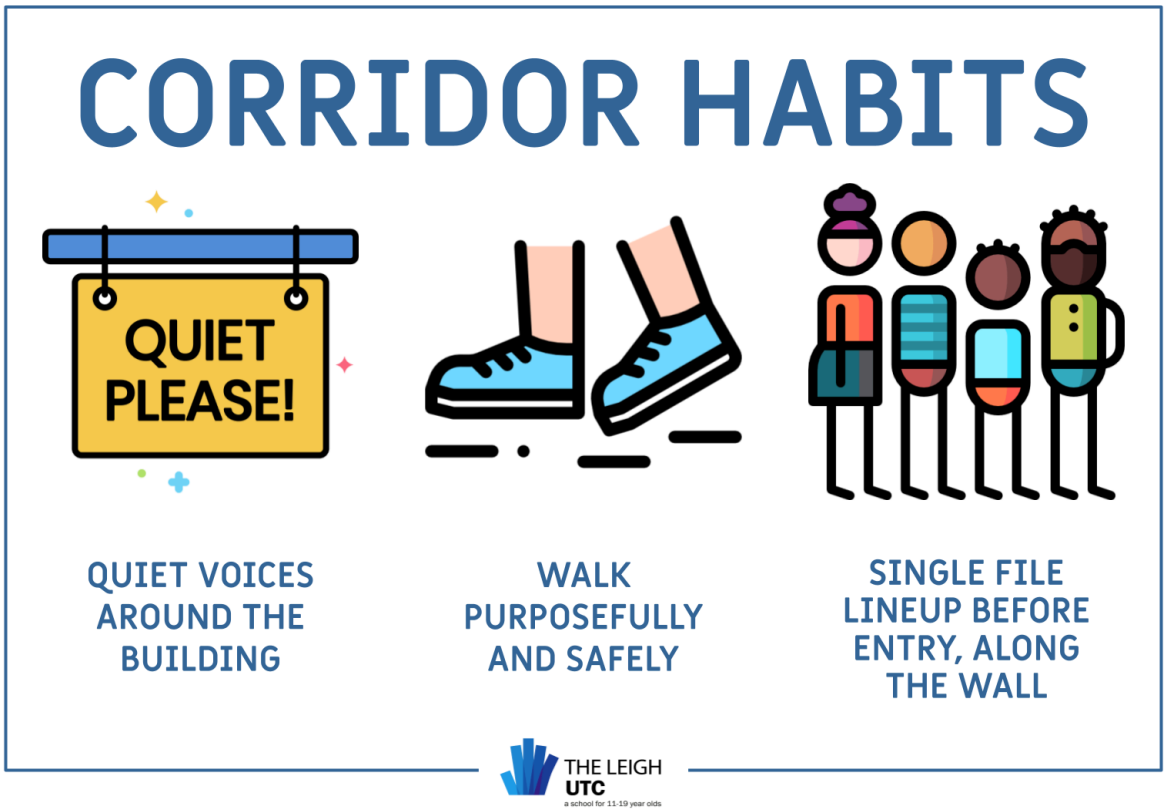


Chromebook Positions



Appendix 4: Outside the Classroom Posters

Guidance for students to understand how to behave in corridors



Dining Habits - illustrate what we are looking for in our restaurant spaces

Appendix 5: Sanctions Grid

Behaviour events are reviewed daily by the Behaviour Team.

Failure to complete a sanction will lead to an escalation.

Event(s)	*Possible Sanctions
Removal from lesson Leaving lesson without permission	➔ 20 minutes after school (Removal) ➔ 40 minutes after school (Left lesson without permission) ➔ Three removals in a single day will be placed into our Realignment Room the following day.
Late to school Late to lesson	➔ 20 minutes after school ➔ 40 minutes after school ➔ 60 minutes after school
Breach of standards Lack of work/homework Out of bounds No PE kit Truancy	➔ 20 minutes after school ➔ 40 minutes after school ➔ 60 minutes after school ➔ Realignment Room ➔ Temporary Advisory Placement ➔ Fixed Term Suspension
Mobile phone (inc airpods/smart watches)	Confiscation: of the device and taken to Reception. ➔ 20 minutes after school ➔ Realignment Room
Damage to property Damage to Chromebooks	➔ 60 minutes after school ➔ Realignment Room Intentional damage to be chargeable to parents as per policy.
Defiance/rudeness/verbal abuse Theft/vandalism E-safety/misuse of technology Persistent disruption/defiance (rapid negative logs)	***Reviewed on the day/dependent on severity/incident*** ➔ 20 minutes after school ➔ 40 minutes after school ➔ 60 minutes after school ➔ Realignment Room ➔ Temporary Advisory Placement ➔ Fixed Term Suspension ➔ Permanent Exclusion
Physical assault Bullying/discrimination Sexual misconduct Prohibited items (including use or threat of/drugs/alcohol) Bringing the academy into disrepute Persistent disruption/defiance	***Reviewed on the day/dependent on severity/incident*** ➔ 20 minutes after school ➔ 40 minutes after school ➔ 60 minutes after school ➔ Realignment Room ➔ Temporary Advisory Placement ➔ Fixed Term Suspension ➔ Permanent Exclusion In the event of a serious breach (including physical assault against a student/member of staff or possession of prohibited item) a permanent exclusion will be considered.

*This list is not exhaustive and the Academy has the final decision with any sanctions agreed by the Principal/Vice-Principals.

Appendix 6: Incident Record Form

Leigh UTC
Dartford

Incident Report Form

Student first name	Student last name	College	Date

Information about the incident that has taken place	
Where did the incident take place? Please be as specific as you can	
When did the incident take place (date and time)?	
Give full names of others who witnessed the incident	

Write a summary of the incident. Include the names of those involved, who was doing what, try to use the language that was used at the time by individuals involved

Appendix 7:Incident Outcome Form

Leigh UTC
Dartford

Incident Outcome Form

Student name	College	LAC	SEND info	SG Status
		Y / N		EH / CIN / CP / None

Brief summary of the incident:	
This investigation was conducted by:	Date of incident:
Who contributed written statements:	
Relevant additional information:	Previous Suspensions:

Outcome of this investigation on the balance of probabilities.			
Consequence		Duration	
Start date		Staff conducting meeting	
Reintegration meeting date		Reintegration meeting time	
Exact wording for letter (be specific, not generic and in a list with each event):			
Staff communicating incident & sanction to parents	Staff communicating sanction to student	Staff arranging reintegration meeting	Staff sending work home.
PLEASE COMPLETE THE BACK OF THE FORM FOR ADMIN			

For suspension/realignment please complete the following:

Reason for suspension/realignment:

- ☐ Physical assault against a pupil
- ☐ Physical assault against an adult
- ☐ Abuse against sexual orientation and gender identity (for example LGBT +)
- ☐ Abuse relating to disability
- ☐ Verbal/threatening behaviour against pupil
- ☐ Verbal/ threatening behaviour against an adult
- ☐ Bullying
- ☐ Inappropriate use of social media or online technology
- ☐ Racist abuse
- ☐ Sexual misconduct
- ☐ Drug and /or alcohol related
- ☐ Damage to property
- ☐ Theft
- ☐ Persistent or general disruptive behaviour
- ☐ Use or threat of use of an offensive weapon or prohibited item
- ☐ Wilful and repeated transgression of protective measures in place to protect public health

Interventions prior to suspension	Other agencies involvement
☐ Meetings with parents ☐ PSP (pupil support plan) ☐ Mediation ☐ Reduced timetable ☐ Restorative Approaches ☐ LIFT (Local inclusion forum team) ☐ Managed Move ☐ Alternative Provision ☐ High needs funding (HNF) ☐ Direction off site ☐ None	☐ CAMHA (Child and Adolescent Mental Health) ☐ Educational Psychology service ☐ Occupational therapy service ☐ Paediatrician ☐ School Health ☐ Specialist Teaching and Learning service ☐ Special Educational Needs ☐ Speech and Language Therapy Needs ☐ Youth Justice ☐ None of the above ☐ Other

Head of College signature	
Principal's signature	

Appendix 8: Reintegration Contract

Leigh UTC Dartford

White - Admin, Pink - Parent, Yellow - College

Reintegration Contract after Suspension/Realignment

Student name	College	Meeting Date	Please tick: ☐ Suspension ☐ Realignment

Brief summary of the incident:	
Suspension Start Date:	Suspension Duration:

Temporary suspension or realignment is a serious consequence reserved for persistent misbehaviour. Once a student has made a commitment promising good behaviour and attitude in future, any further persistent and defiant misbehaviour could put a student at risk of being on a further suspension from the Academy. We expect students to uphold high standards within and beyond the academy. This includes respect for staff and peers, consistent effort in all subjects,and adherence to academy rules.

Overall Targets agreed to create successful reintegration:

1.

2.

3.

Strategies to be taken to work towards achieving the targets

By the student:

By the parent/carer:

By the Academy:

Student signature	
Parent/Carer signature	
Staff signature	