



Behaviour Policy

At Leigh Academy Horsmonden, a spirit of friendliness, care, and thoughtfulness permeates our classrooms. This philosophy, embodied in the words 'Happiness, Kindness, Success,' is woven into the fabric of our school and has been instrumental in shaping our vision for the future, particularly as we embrace the opportunities of now being an IB World School.

Our mission is at the heart of what we do: to encourage lifelong learning and develop inquiring, knowledgeable caring individuals that understand the world around them while demonstrating respect.

Date agreed: September 2025

Review date: September 2026

This policy has been written in conjunction with the [Behaviour in Schools](#) guidance published in 2024 by the Department for Education.

Leigh Academy Horsmonden is proud to be a part of Leigh Academies Trust (LAT) and we recognise the role that a disruption-free learning environment plays in enabling children to reach their full potential, both academically and socially.

We also recognise that creating a positive working environment for teaching staff improves job satisfaction and reduces turnover, ensuring that we are able to attract and retain a skilled workforce.

As part of 'Vision 2030', our goal is for all classrooms across LAT academies to be free from disruption, with students ready to learn and teachers who are equipped to educate and inspire.

Aim of the Behaviour Policy at Leigh Academy Horsmonden

Every child has the right to disruption free learning. Our definition of 'Disruption Free Learning' is: any action that interrupts teaching, learning and day to day operations at an individual, whole class or academy level.

This policy provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment, children learn and develop as caring and responsible people. It is written for all members of the academy community (staff, pupils, parents, carers, visitors, governors etc) to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Introduction

At Leigh Academy Horsmonden we are committed to fostering a culture of lifelong learning and developing inquiring, knowledgeable, caring individuals that understand the world around them while demonstrating respect.

We believe that this approach, combined with high expectations is essential for academic success and personal development.

Leigh Academy Horsmonden is an IB World School and as such Our IB Learner Profile Attributes guide everything we do, from academic pursuits to behaviour expectations. By sharing these values with parents, we aim to create a harmonious partnership that supports children's learning both at home and at school.

Children at Leigh Academy Horsmonden are expected to be:

- **Principled:** Demonstrate honesty and fairness while taking personal responsibility.
- **Caring:** Foster a supportive school environment through kindness and positive action.
- **Open-Minded:** Respect diverse perspectives and value global cultures and experiences.
- **Balanced:** Prioritise physical and mental health for yourself and the community.
- **Communicators:** Collaborate effectively and express ideas with clarity and respect.
- **Reflective:** Evaluate personal progress and commit to continuous self-improvement.
- **Knowledgeable:** Apply learned strategies to maintain wellbeing and focus.
- **Thinkers:** Exercise critical thinking to make informed, ethical choices.
- **Inquirers:** Independently seek solutions and guidance when faced with challenges.
- **Risk-Takers:** Embrace new challenges, learn from failures, and advocate for justice.

We set clear and consistent high expectations, while also recognising the individuality of pupils. It is essential that all staff consistently uphold the same behavioural standards, regardless of their role. This will help students understand that expected behaviours are universal and applicable across all school settings.

Celebration Success and Positive Choices

At Leigh Academy Horsmonden, we actively encourage our children to embody the Learner Profile Attributes and Approaches to Learning in every aspect of their school life. These core values serve as the foundation for everything we do.

To celebrate and reinforce these positive behaviours, our staff use a variety of formal and informal recognition methods:

- **Daily Encouragement:** Frequent verbal praise and stickers to provide immediate positive reinforcement.
- **Digital Recognition:** Positive behaviour points (Stars) recorded on Bromcom, allowing parents to view their child's achievements in real-time via the MCAS app.
- **Prestigious Awards:** High-level recognition through the Horsmonden Hero Award and official Principal/Vice Principal Awards.

Consequences for unacceptable behaviour in lessons

While unacceptable behaviour is rare at Leigh Academy Horsmonden, we maintain a clear framework for addressing it when necessary. Our approach is rooted in fairness and support, ensuring every child understands the impact of their choices.

Our Approach to Behavioural Support

We believe in encouraging positive conduct through praise and recognition. Staff are committed to a respectful environment: we do not use the term "naughty," nor do we use shouting or belittlement as a means of control. Instead, children are encouraged to reflect on their actions and discuss how to make better choices in the future.

Every situation is handled individually, with members of staff providing care and flexibility that considers the child's age and any Special Educational Needs (SEND).

Potential Consequences

The following steps may be taken to address negative behaviour. These are not always applied in a fixed order, as we tailor our response to the specific incident:

- **Guidance:** A verbal reminder from staff regarding behavioural expectations and the Learner Profile Attributes.
- **Environment Adjustment:** Moving the child to a different area within the classroom or to another classroom to complete their work.
- **Time for Completion:** Requiring the child to stay in during break or lunchtime to finish missed work.
- **Leadership Involvement:** Sending the child to work with the Principal or Vice Principal, which may include a formal break-time detention.

- **Documentation:** Recording negative points on Bromcom (visible via MCAS) or using behaviour books to maintain communication between school and home.
- **Parental Engagement:** Inviting parents to a formal meeting with the class teacher or senior leadership team.

Consequences for unacceptable behaviour at playtimes/lunchtimes

To maintain a positive, productive, and happy environment for everyone at the academy, we apply the following structured steps consistently:

- **Positive Correction:** A staff member provides a verbal reminder of our behavioural expectations and the Learner Profile Attributes.
- **Initial Reflection:** The child spends 5 minutes in a designated "time out" area to reset.
- **Extended Reflection:** The child spends 10 minutes in the "time out" area if further time is needed to reflect on their choices.
- **Senior Referral:** If the behaviour continues, the child is referred to the senior member of staff on duty.

Serious Incidents

While serious incidents are exceptionally rare, we take them very seriously to ensure the safety and well-being of our school community. Examples of incidents of this nature include physical assault, deliberate property damage, theft, leaving the premises without permission, verbal abuse, persistent refusal to work, or extreme classroom disruption.

These matters are addressed immediately and referred directly to the Principal or Vice Principal.

Responses to Serious Incidents

The academy uses a range of formal consequences to address serious behaviour, tailored to the gravity of the situation:

- **Formal Warnings:** A verbal warning issued by the Senior Leadership Team and negative points recorded on Bromcom.
- **Intervention & Support:** Implementing preventative actions, personal support plans, or meetings involving parents and external support agencies.
- **Restricted Access:** Withdrawal from the classroom, playtimes, or lunchtimes, or a temporary internal exclusion.
- **Direct Communication:** Formal letters, phone calls, or scheduled meetings with parents.
- **Formal Exclusions:** A fixed-term suspension (up to 5 days) or, in extreme cases where all other measures have failed, permanent exclusion.

Essential Safeguards

- **Right of Appeal:** Parents have the right to appeal any exclusion decision to the Governing Body.
- **Physical Intervention:** In extreme circumstances, physical restraint or intervention may be necessary to move a child to a safe area or to prevent harm.

Deliberate or malicious damage to Chromebooks and Ipad

At Leigh Academy Horsmonden, we place a high value on our learning resources. Deliberate or malicious damage to academy property—specifically digital devices like Chromebooks and iPads—is treated as a serious breach of our behavioural expectations.

Examples of such damage include, but are not limited to:

- Intentionally smashing or cracking screens.
- Defacing hardware with graffiti.
- Removing or prying off keyboard keys.
- Deliberately spilling liquids on devices.

Investigation and Consequences

Every incident involving damage to technology is thoroughly investigated by the Senior Leadership Team (SLT). Depending on the findings, one or more of the following actions will be taken:

- **Documentation:** Negative points will be recorded on MCAS
- **Financial Contribution:** Parents will be asked to contribute toward the repair or full replacement cost of the damaged equipment.
- **Restorative Action:** The child may participate in restorative justice activities, such as writing a formal apology or helping to rectify the damage.
- **Loss of Privileges:** Temporary or permanent loss of access to school devices or removal of playtime.
- **Formal Sanctions:** The incident may be reported to Leigh Academies Trust IT Department and can result in a period of internal exclusion.

Parental Notification

In any case of deliberate damage, parents will be formally notified by the academy via telephone or email to discuss the incident and the required next steps.

Use of Reasonable Force

Leigh Academy Horsmonden acknowledges that there may be rare instances where staff must use physical contact to ensure safety. We strictly adhere to the Department for Education (DfE) definition of reasonable force, which is defined as using "no more force than is necessary" given the specific circumstances.

All staff members at the Academy are legally authorised to use reasonable force to maintain a safe and orderly environment.

Circumstances for the Use of Reasonable Force

Staff may exercise this power to control or restrain a student in order to:

- **Ensure Safety:** Prevent students from injuring themselves or others.
- **Prevent Crime:** Stop a student from committing an offense.

- **Protect Property:** Prevent deliberate damage to school buildings or equipment.
- **Maintain Order:** Intervene when behaviour is significantly prejudicial to the good order and discipline of the Academy.

Our primary goal remains the de-escalation of any situation through verbal guidance; however, physical intervention serves as a necessary safeguard to protect the well-being of the entire school community.

Online Conduct and Digital Safety

At Leigh Academy Horsmonden, we believe that how students interact online profoundly affects their well-being and school experience. While the digital landscape is unique, our expectations remain the same: every individual must be treated with kindness, respect, and dignity.

Defining Inappropriate Online Behaviour

The standards we uphold in person apply equally to the digital world. Prohibited online conduct includes:

- **Cyberbullying** and the use of offensive language.
- **The solicitation or sharing** of nude or semi-nude images/videos.
- **Sexual harassment** or any form of digital intimidation.

These incidents are addressed with the same rigor as offline behaviour. When a digital incident raises a safety concern, we follow our Child Protection Policy and consult the Designated Safeguarding Lead (DSL) immediately.

Monitoring and Oversight

To ensure a safe environment, Leigh Academy Horsmonden and the Leigh Academies Trust utilise Smoothwall. This system provides proactive, real-time monitoring of all academy devices and systems, both online and offline. Any flagged risks are sent to our Deputy DSL for Online Safety to be investigated and addressed through our behaviour and anti-bullying protocols.

Behaviour Outside of School Hours

While parents are primarily responsible for their children's online conduct outside of school hours and off-premises, the Academy reserves the right to issue sanctions if online behaviour:

- **Poses a threat** or causes harm to another student.
- **Disrupts the orderly running** of the Academy.
- **Identifies the student** as a member of our school community.
- **Adversely affects** the reputation of the Academy.

Strengthening the Home-School Partnership

At Leigh Academy Horsmonden, we are committed to working in close partnership with parents to provide the best possible environment for every child. We believe that a shared approach to values and expectations ensures our students feel supported and secure. We value parental

feedback and are dedicated to discussing and acting upon any concerns to ensure a positive resolution.

How Parents Can Support Positive Behaviour

Parents play a vital role in helping children recognise the importance of good conduct. You can support this partnership by:

- **Valuing the Partnership:** Recognising that a successful behaviour policy relies on a unified front between home and school.
- **Reinforcing Expectations:** Discussing school and classroom rules with your child to emphasize your support for these standards.
- **Building Relationships:** Attending Parent Consultation Evenings and school functions to develop positive connections with our staff.
- **Fostering Respect:** Encouraging your child to show respect to all adults within the school community and communicating with staff in a respectful manner.
- **Maintaining Positivity:** Refraining from criticising the school in front of children to help maintain their confidence in their learning environment.
- **Encouraging Communication:** Advising your child to speak directly to a member of staff if they encounter any difficulties during the day.
- **Upholding our Vision:** Modelling and promoting the school's vision both within and outside the academy grounds.

Resolving Issues

If your child experiences a problem at school, we kindly ask that you contact us directly to discuss the matter with staff. We strongly discourage parents from approaching other children or parents directly to resolve school-based incidents, as this allows us to manage the situation professionally and fairly.