



WHOLE SCHOOL BEHAVIOUR POLICY

Establishing the Climate for Good Behaviour

Ratified by Governors on:	5 th October 2023
Chair of Governors:	

The LPS Way--School Code and Expected Standards of Behaviour

The 4 BEs	As adults at LPS	As a student at LPS
Be Professional	Professionalism: To be proud of myself and my school and strive to be my best self at all times	
	<ul style="list-style-type: none"> • We role model the highest standards of professionalism and the behaviours we expect from each other. • We uphold and apply all the school's policies, routines and expectations with absolute consistency. • We are transparent, fair and consistent in all our dealing with students • We will establish and maintain an environment for learning that creates, nurtures and celebrates excellence in all aspects of school life 	<ul style="list-style-type: none"> • I take pride in the presentation of my written work, following all guidelines, and engage fully with my virtual learning. • I will have the LP3 with me at all times. • I have excellent manners and speak in standard English • I am in the right place at the right time and am always punctual. • I am an ambassador for the school when in the community. • I will take responsibility for knowing all school expectations and understand that I will be sanctioned if I fail to maintain professional standards.
Be Inclusive	Inclusion: To value and be respectful to everyone in the school community and beyond	
	<ul style="list-style-type: none"> • We are driven by a sense of empathy, care, collaboration and acceptance of difference. • We will take a personal interest in all students as part of creating a culture where students feel known and cared for • We will ensure that school is a welcoming environment where achievement is celebrated throughout the school • We will place student 	<ul style="list-style-type: none"> • I will ensure that all my words and actions are positive and make others feel safe • I will look out for and look after the well-being of others • I will be honest at all times and say sorry when I make a mistake • I will not graffiti, litter, chew gum or use my phone in school • I will listen to the views of others with care and consideration

	<p>voice and leadership at the centre of all that we do while also ensuring that parents and the community have a voice in shaping the future of the school</p> <p>We place well-being at the heart of our daily actions</p>	<ul style="list-style-type: none"> • I will respond positively and promptly to all instructions
Be a Learner	<p>Learning: To commit to always trying your best, being resilient and working hard</p>	
	<ul style="list-style-type: none"> • We are lifelong learners. We are committed to continually developing our skills and expertise in order to become the best educators we can be. • We will plan and deliver engaging and challenging lessons, live and virtual, that lead to excellent progress for all students. • We will provide timely and accurate feedback to student. • We will provide a secure and safe environment where all feel comfortable participating • We will strive to remove any barriers or blocks to learning experienced by individuals and groups of students. • 	<ul style="list-style-type: none"> • I always rise to the challenge of learning new things. • I always complete my classwork and homework and engage with my virtual lessons. • I recognise that making mistakes is part of learning • I respond to my teacher's feedback and always seek to improve my work. • I contribute positively to all class activities. • I will be supportive of everyone's contribution to learning
Be Knowledgeable	<p>Knowledge: I will take opportunities to try new things, participate and work without supervision</p>	
	<ul style="list-style-type: none"> • We have meticulously planned the curriculum to ensure students make excellent progress and experience a wide range of learning opportunities both live and virtually • We offer a wide range of enrichment activities, 	<ul style="list-style-type: none"> • I self-regulate and participate positively. • I always have a go at new things. • I do not wait to be told to start my work and I am always ready to learn. • I will commit to developing my revision,

	<p>trips and visits and opportunities to participate in sporting and cultural events</p> <ul style="list-style-type: none"> • We believe we are responsible for educating the whole person from manners and character, to motivation and the imagination • We will explicitly develop the vocabulary and skills of our students through experiences and a love of literature • We will ensure our students are able to learn independently, complete their home learning, their virtual learning and revise for their exams. 	<p>independent and virtual learning skills</p> <ul style="list-style-type: none"> • I am curious about the world and want to learn about it. • I will take care of myself by eating well, exercising and using the internet carefully.
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The vision for Excellence at Langdon Park School

Langdon Park School is a learning community where our four key principles underpin and drive all that we have a clear vision:

Vision

Every student will graduate with the best possible qualifications, a strong sense of purpose, confidence, self-belief and a readiness to play a positive role within the local and wider community.

Our Learning Culture is underpinned by four principles:

Professionalism: Our relentless pursuit of high standards and expectations.

Inclusion: Our commitment to ensure equality of opportunity and celebrate diversity.

Pedagogy: Our commitment to reflect and develop our craft so students succeed.

Curriculum: Our desire for students to acquire powerful knowledge so they become independent critical thinkers able to make informed choices and secure a bright future.

In order to fulfil this vision the school recognises it needs to create the factors known to contribute most strongly to positive behaviour and attitudes. Ofsted has identified these factors as:

- a calm and orderly environment in the school and the classroom, as this is essential for students to be able to learn
- the setting of clear routines and expectations for the behaviour of students across all aspects of school life, not just the classroom
- a strong focus on attendance and punctuality so that disruption is minimised
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different students
- Students' motivation and positive attitudes to learning as important predictors of attainment. the development of positive attitudes can also have a longer term impact on how students approach learning tasks in later stages of education
- a positive and respectful school culture in which staff know and care about students
- an environment in which students feel safe, and in which bullying, discrimination and child on child abuse—online and offline—are dealt with quickly, consistently and effectively whenever they occur.
- an emphasis on rewards and positive praise

The most recent meta-analysis of research into effective behaviour strategies by the Education Endowment Foundation made the following recommendations:

- know and understand your students and their influences
- teach learning behaviour alongside managing misbehaviour
- use classroom management strategies to support good classroom behaviour

- use simple approaches as part of your regular routines
- use targeted approaches to meet the needs of individual students
- consistency is key

This policy has been written with regard to advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Keeping Children Safe in Education

This policy should be read in conjunction with the following school policies:

- Langdon Park School Acceptable Use Policy (AUP) - students
- Langdon Park School Anti bullying policy
- Langdon Park School Child Protection and Safeguarding policy
- Langdon Park School Governors' Written Statement of Behaviour Principles
- Langdon Park School Equality Information and Objectives
- Langdon Park School Exclusion policy
- Langdon Park School Supporting Students with Medical Needs policy
- Langdon Park School Child on Child abuse policy

It is the responsibility of all members of staff to maintain and uphold these standards and to deploy strategies as agreed. Students' behaviour and their physical/emotional /social wellbeing are the responsibility of all members of staff at all times. Staff are expected to role model the highest standards of professionalism and inclusion in their own conduct, to be vigilant and to challenge poor behaviour consistently while also recognising and rewarding good behaviour.

The focus of the behaviour policy is on what we call level 1 behaviours. These are the behaviours that class teachers and form tutors would encounter and be expected to manage at class room level. Students requiring targetted additional support are

considered to be at level 2 if the support is provided from in-school provision or level 3 if accessing external support. (see appendices and also monitoring behaviour section)

This policy applies to all year groups, the whole school day, extra-curricular activities, the journey to and from school and the entire duration of any trip.

The application of this policy is supported by the strategies outlined in the behaviour toolkit and staff should use the strategies outlined in the toolkit.

Staff will undertake training on the application of this policy annually and new staff will all have a separate induction on the policy and its routines. The school reviews the efficacy of the policy on a termly basis and adjusts it in the light of data analysis, reviews and staff feedback.

Expected standards of behaviour are stated in The LPS Way document. The expectations are expressed as “The 4 Bes”. These expectations and the language they are expressed in is the common vocabulary used by all members of the school community to describe our expectations.

Creating the climate for excellence in the 4BEs

Modelling good behaviour will establish all the principles by which we want to be treated. An effective teacher is polite, friendly, approachable, assertive but not confrontational. A teacher should avoid shouting, sarcastic or insulting comments, and aggressive gestures such as pointing. Staff should apply whole school routines and expectations consistently and professionally. At Landon Park these include:

Every day staff must:

- have read the daily bulletin by 8.30am
- have read their emails by 8.30am
- be on duty in their area at 8.30am
- meet and greet their tutor group as they arrive at 8.35am
- have a seating plan, check for correct uniform and LP3
- take their tutor registration accurately, recording a professionalism BP for any student without LP3/full uniform
- supply tutees with any missing equipment
- deliver the tutor programme
- inform tutees of their detentions and follow up on missed detentions
- dismiss the students from the door and ensure they exit the corridor calmly and correctly

Before the lesson:

- we have planned a lesson incorporating the LPS lesson expectations. Our lessons are designed to ensure all students are challenged, engaged and make progress. Lessons are sufficiently challenging for the most able and are appropriately scaffold to support those who require the support.

At the start of every lesson

- we meet and greet students at the door at the start of every lesson
- we have a learning task ready for students as they enter the room
- we expect students to be ready to learn by being in correct uniform, getting their LP3 out and starting their task without prompting
- we have a learning-based seating plan for every class
- we take an accurate register of attendance recording any lates and alerting on-call to any anomalies

During the lesson we:

- we are proactive and use the strategies in the behaviour toolkit to maintain positive behaviour for learning
- explicitly structure and sequence the learning of all students using the LPS lesson expectations
- promote, maintain and insist upon high expectations for all work and behaviour throughout the lesson
- ensure students are presenting their work in line with school expectations
- focus on positives and stick to the 5/1 rule of positive to negative comments.
- apply the system of warnings with consistency and in a non-confrontational manner
- explicitly inform students who are issued with a BP and explain they will now have an after-school detention
- do not let students out of lesson for any reason without following school guidelines.
- during P2 check the register and inform students with a late detention
- during P3 check the register and inform all students with a WSD

At the end of the lesson:

- we award our 4BEs postcard for excellence to one student
- complete reports for students (all students on report are indicated in sims)
- we ensure the classroom is returned to its original state, ready for the next lesson
- teachers dismiss students from the door in a professional fashion ensuring students exit the corridor via the correct door

At the end of the day:

- staff having given a BP attend the whole school detention for R&R with student
- staff will see all their on report tutees
- TLR staff will supervise WSD as scheduled

At LPS staff do not:

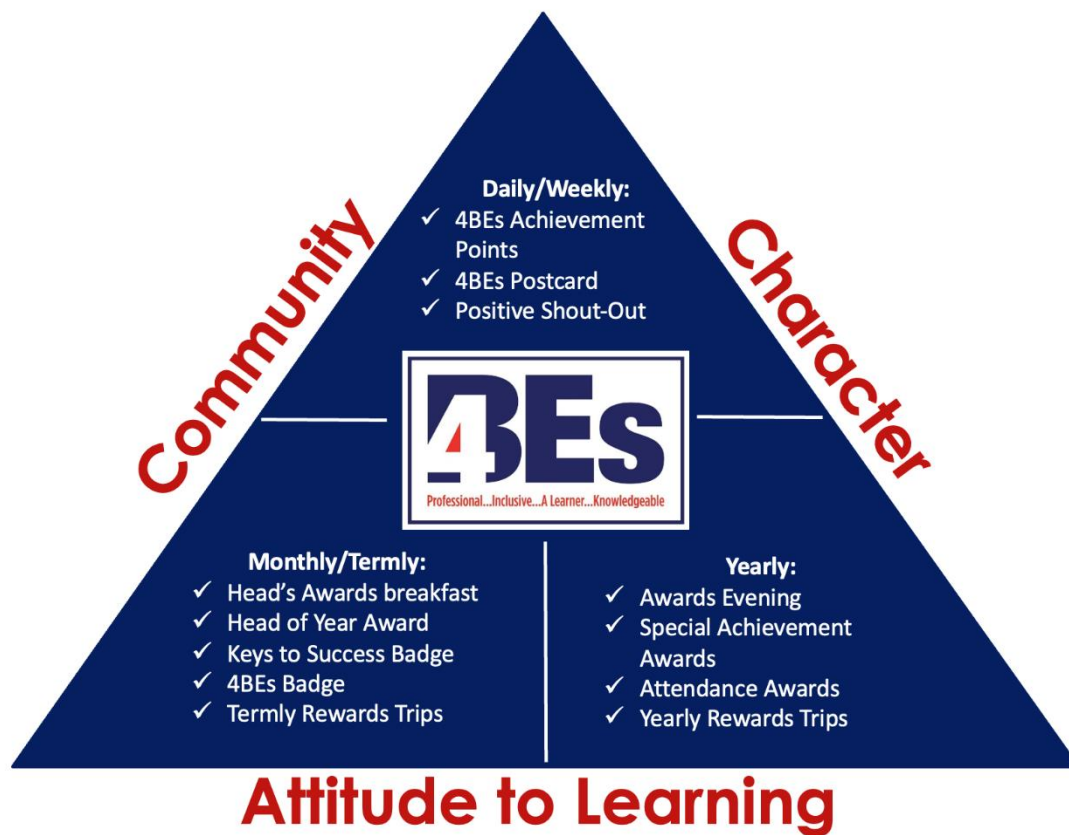
- issue sanctions out with the behaviour policy or the behaviour toolkit
- give whole class sanctions and/or detentions

- let students out of lessons under any circumstances. In the event of an emergency or a student absolutely having to leave a lesson on-call is called. Students may be asked to stand outside a lesson for a minute or two if a teacher needs to speak to them to reset.
- prevent a student from leaving a room or any other place. Staff should only restrain a student if failing to do so would place the students or anyone else at risk of harm.

Rewards and Celebration of Achievement

At Langdon Park School we believe students thrive on praise and encouragement and that achievement and high standards should be recognised. Every opportunity should be taken to praise students for excellent professionalism, inclusion, learning and knowledge.

We recognise students' achievements through their **character**, **attitude to learning** and their positive contribution to the **community**. Our termly year group celebration assemblies allow Head of Years to publicly recognise those students who have gone above and beyond.



At Langdon Park we are clear that a few simple routines encouraging positive behaviour are key to successful lessons:

- We meet and greet students positively at the door at the start of each lesson.
- We focus on positives and always stick to the 5/1 rule of positive to negative comments.
- We take a personal interest in students to create a positive culture where students feel known and cared for.

Students are rewarded in the following ways at Langdon Park School:

Daily/Weekly:

- **4 BEs Achievement Points** – Teachers will publicly award these to students throughout a lesson or during tutor time. Teachers will log these on SIMs daily and parents will be notified via the parent app.
- **4 BEs Postcard** – At the end of each lesson teachers award this postcard to one student who has gone above and beyond in their lesson. Teachers will then log this on SIMS to ensure the students are added to the weekly draw where a voucher is given to the randomised winner.
- **Positive Shout-out** – Every Friday, students with the most achievement points are announced on the school tannoy so that they can be celebrated publicly. The randomised postcard winner is also announced with a voucher being awarded to the winning student.

Monthly/Termly:

- **Head's Rewards Breakfast** – Each month the Headteacher will host a rewards breakfast with students that are nominated by HOYs and SLT for going above and beyond.
- **Head of Year Award** – Heads of Year will nominate several students who have gone above and beyond. They will receive a certificate and letter at the end of term celebration assembly.
- **Keys to Success Badge** – Students will be nominated by staff each term and awarded with at least one of the 6 keys during the celebration assembly.
- **4BEs Badge** – The 4BEs badges are awarded to students once their total achievement points meet's each threshold, shown below. During year group assemblies each month student are awarded with their 4BEs badge.

- **Termly Rewards Trip** – During the celebration week students who have contributed positively to the 4BEs, will be selected to attend the year group reward trip.

Yearly:

- **Awards Evening** – The awards evening takes place at the end of the Academic year where staff nominate students who have gone above and beyond.
- **Special Achievement Awards** – As part of the Awards Evening students can additionally be nominated for one of the following awards where they also have their name engraved on the shield/trophy:
 - 4 BEs Award
 - Governor Award
 - Community Award
 - Headteacher Award
 - Leadership Award
- **Attendance Awards** – Attendance is celebrated throughout the Academic year but if students achieve 100% attendance and perfect punctuality, they will receive a badge and certificate at the Awards Evening.
- **Yearly Reward Trip** – Every student is invited to attend the end of year reward trip which is organised by the Head of Year.
- **Keys to Success Badges:**
 - These badges are awarded at the end of every full term in the year group celebration assemblies.
 - A survey is sent to staff in advance and all winners are logged and tracked centrally.
 - Students will aim to achieve all 6 keys in their 7 years at Langdon Park School where they will be added to the wall of fame.

1.Outstanding attitude and achievement award (Faculty Award) For outstanding effort, attitude and achievement in learning.	Faculties
2.Contribution to the Wider Community Award Involvement and engagement in the wider community.	HOY/SLT/HOF
3.Sporting contribution Award For commitment to sport both within the school and externally.	PE
4.Leadership Award For demonstrating outstanding leadership qualities	HOY/SLT/HOF
5.Resilience and Perseverance Award For having the ability and self-control to work through challenges.	HOY/Inclusion
6.Reading / Research and Oracy Award Recognition for success in furthering self-knowledge and confidence	Faculties

The 4BEs Badges:

- The badges are awarded to students at the end of term celebration assemblies when they achieve each threshold – these are based on their achievement points since they started at Langdon Park School.
- The aim is for students to achieve all four badges in their 7 years at Langdon Park.
- Winners are logged and tracked centrally.

4 BE Badge Level		Stage
White Badge		Stage 1
Bronze Badge		Stage 2
Silver Badge		Stage 3
Gold Badge		Stage 4

At Langdon Park School we believe students thrive on praise and encouragement and that achievement and high standards should be recognised. Every opportunity should be taken to praise students for excellent professionalism, inclusion, learning and knowledge. By recognising excellence and effort at all times we are building students' capacity and resilience for the challenging learning tasks and activities they will face as they progress through their education.

We recognise the importance of reinforcing good behaviour and attitudes by recognising and rewarding them. At Langdon Park we are clear that a few simple routines encouraging positive behaviour are key to successful lessons:

- we meet and greet students positively at the door at the start of each lesson
- we focus on positives and always stick to the 5/1 rule of positive to negative comments
- we take a personal interest in students to create a positive culture where students feel known and cared for.

When recognising positives we award achievement points (APs) and record this in sims. Achievement points are issued to students for excellence in any of the 4BEs of professionalism, inclusion, learning and knowledge. It is important that APs are awarded fairly and consistently and are not used as a behaviour management tool.

At the end of each lesson we award one student with a 4BEs postcard and record the achievement in sims. Students receiving a 4BEs postcard then go into a prize draw each week. The 4BEs postcard is awarded to the student who has excelled in the one of the 4BEs.

The parents of students receiving an achievement point will also notified. A cumulative record of achievement points will be kept and students excelling over a period of time will be recognised and awarded school badges. (see achievement section for more details).

A critical part of recognising and celebrating student's effort and achievement is through school, departmental and classroom displays. Examples of excellent work and pictures of students who have excelled in particular ways will be displayed throughout the school. Each department is responsible for identifying and celebrating the work of individuals through display. (See achievement section for more details)

Classroom Behaviour Stages

Teachers are expected to manage classroom behaviour in an inclusive, encouraging and professional manner. Our aim is to keep the student in the room and engaged in learning. We do this by sticking to our whole school agreed routines and planning lessons that challenge and engage all the students in the class. In order to do this we need to ensure that we have planned to stretch the most able students and also

to support and scaffold those who struggle to make progress. Most behaviour problems can be avoided when this is done. However, there will always be times when a student may struggle to meet the class and school expectations.

Teachers need to be aware of the school's referral route and the Langdon Park School Code and Expectations. (refer to the 4 BEs). It is important that the classroom teacher stays involved in the referral procedures if their authority is to be recognised.

Stages	Procedure	Possible Actions/Sanctions
Stage1 non-verbal and verbal 4Bes reminder	Positive 4Bes reminder given to students who are disrupting the learning of themselves or others. This should be a non-verbal cue in the first instance followed by a non-public verbal warning.	A low key conversation with the student emphasising and describing the positive behaviour required. Focus should be on the primary behaviour to be changed and the expectation that the student can meet that expectation (see toolkit for further examples)
Stage 2 warning	Student has failed to respond to stage 1 reminders. Name recorded if the same student resumes behaviour that is disruptive to the learning of themselves and others (we do not record this on the board in order to keep the poor behaviour low key and also to avoid disputes)	As above. Inform student that they are now being warned and that they will receive a BP and a detention if they continue with their disruptive behaviour.
Stage 3	Student will now be given a behaviour point which will result in a detention.	30 minute WSD
Stage 4 On Call	Student continues with poor behaviour. Student now has to go to faculty holding room. Student sent to withdrawal room with work for the remainder of the lesson.	60 minute WSD
Stage 5 Referral	An R&R meeting should take place with the student so that all issues are resolved prior to the next lesson. If necessary, further support should be sought from the subject leader, other	

	colleagues or through parental engagement.	
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Additional Information re: referrals and non-negotiable

- ✓ It is absolutely essential that teachers issuing BPs inform students explicitly of the fact that they have a BP and a detention.
- ✓ Professionalism behaviour points should be recorded by the form tutor. All teachers are responsible for applying all expectations. Form tutors should check students for the LP2/3 and correct uniform, recording any students failing to meet this expectation and informing students of their sanction. Professionalism detentions are held centrally every day
- ✓ Whole class sanctions should not be given
- ✓ Phones and electronic equipment must be confiscated if seen or heard (see separate guidance). Call for on-call if a student fails to comply.
- ✓ Students should not be made to stand outside classrooms for more than two minutes.

Students must not be allowed out of lessons unless an emergency situation arises. In emergency circumstances students must be issued with the teacher's lesson pass. Students must not be let out of class to retrieve items left in the previous lesson or to get their report.

LPS Centralised Behaviour System

Detention Process:

- Students receiving a BP are given a detention the following day.
- If more than 60 minutes accumulated in one day they receive a 2 hour leadership detention (Friday) – SIMs will automatically set this and notify parent/carer.
- Most behavior points are attached to a 30 min WSD the next day, though some behavior will lead to a 60 min detention.
- Failure to attend a 30 min detention will lead to an escalation of 60 min WSD the next school day.
- Failure to attend a 60 min detention will lead to an escalation to a 2 hour SLT detention.
- Students arriving late to school between 08.38-09.00 will receive a 20 minute lunchtime detention on the same day.
- Students arriving after 09.00am will receive a 60 minute detention on the same day.

- Students failing to attend a 20 minute lunchtime detention will be escalated to a 60 minute detention on the same day.
- All centralised detentions are to be sat in the canteen.
- HOY and SLT can set detentions via email on-call during break time and lunchtime.
- Main Office to run detention report for P3 teachers – sent to all staff and alert appears on SIMS.

On-call Process:

- On-call to be managed centrally by the Main office.
- Urgent: Behaviour and Medical (Use SIMs button)
- Non-Urgent: Toilet and Attendance (On Call shared mailbox)
- Students should be immediately removed for any form of bullying.
- Student is removed from lesson and placed out of circulation until the end of the lesson in holding room.
- 60-minute detention to be sat in addition.
- Staff member to complete restorative conversation with student at the detention.

On Call Referrals

When a student's behaviour is deemed by the classroom teacher to be of danger to themselves or others, or when a student refuses to co-operate with a faculty referral, a referral to the on call teacher should be made. This is done via the icon on sims homepage.

Classroom teachers must note that this measure is meant to defuse the situation, rather than permanently solve or punish the misbehaviour, and should be followed up in the normal way as outlined in this policy.

It is **not appropriate** to send for the on-call teacher:

- without first following stages 1-3 and without first attempting to resolve a situation by other means
- if a faculty based alternative is available
- because a previous situation has not yet been resolved

The on-call teacher will take the student to the faculty referral room (published with daily bulletin) room. Students will remain in the referral room for the remainder of the lesson and complete the work from the lesson (provided by the teacher)

Students should be given time to reflect on and take responsibility for their poor behaviour by completing the reflection sheet in their planner and considering:

- what they did

- what rule or part of the school code they might have broken
- how their behaviour affected the rights of others
- how they might put it right
- what they would do differently next time and agreeing further actions

Expectation at the detention:

- Students are escorted to the canteen for their detention
- Detention to be completed in silence in the canteen.
- Students to complete 4BEs reflection sheet – must be completed before the end of detention – checked off by member of staff running the detention.
- Student must use the rest of the time to complete writing task.
- Students get 1 warning at a detention. If they fail to meet expectations their detention is escalated, and they are sent home.
- If students walk out of detention, their detention will be escalated.
- If students fail a 2-hour leadership detention, they complete 1 day in RESET and must still complete the 2-hour detention.

Monitoring behaviour

Summative data covering all behaviour points issued will be issued on a weekly basis. This data will show all BPs issued in the previous 5 days and rolling totals for the year so far. It will be broken down according to student, behaviour, teacher, and subject. Staff must use this data to analyse patterns and identify students or behaviours that are a cause for concern. The following are triggers and actions:

Weekly:

- | | |
|-----------------------------|--|
| • 3&4 BPs in a week | Form tutor phone call home. Record in sims. |
| • 5 BPs in a week
report | HoY detention, phone call home and and tutor |

Termly:

- | | |
|---------------------------------|--|
| • 5 BPs in total | form tutor phone call home |
| • 12 BPs in total | on tutor report |
| • 20 BPs in total
threshold) | HoY report and inclusion referral (level 2 |

Termly reports and analyses are produced in order to track the incidence of poor behaviour and all forms of bullying and child on child abuse. This tracking also analyses prevalence of PP and SEND students involved in poor behaviour as well as analysing incidents from the point of view of ethnicity, gender and subject. Data will be used to inform the pastoral team of any concerns, as well as to decide on, analyse the impact of support and intervention offered.

Bullying and Child on Child Abuse:

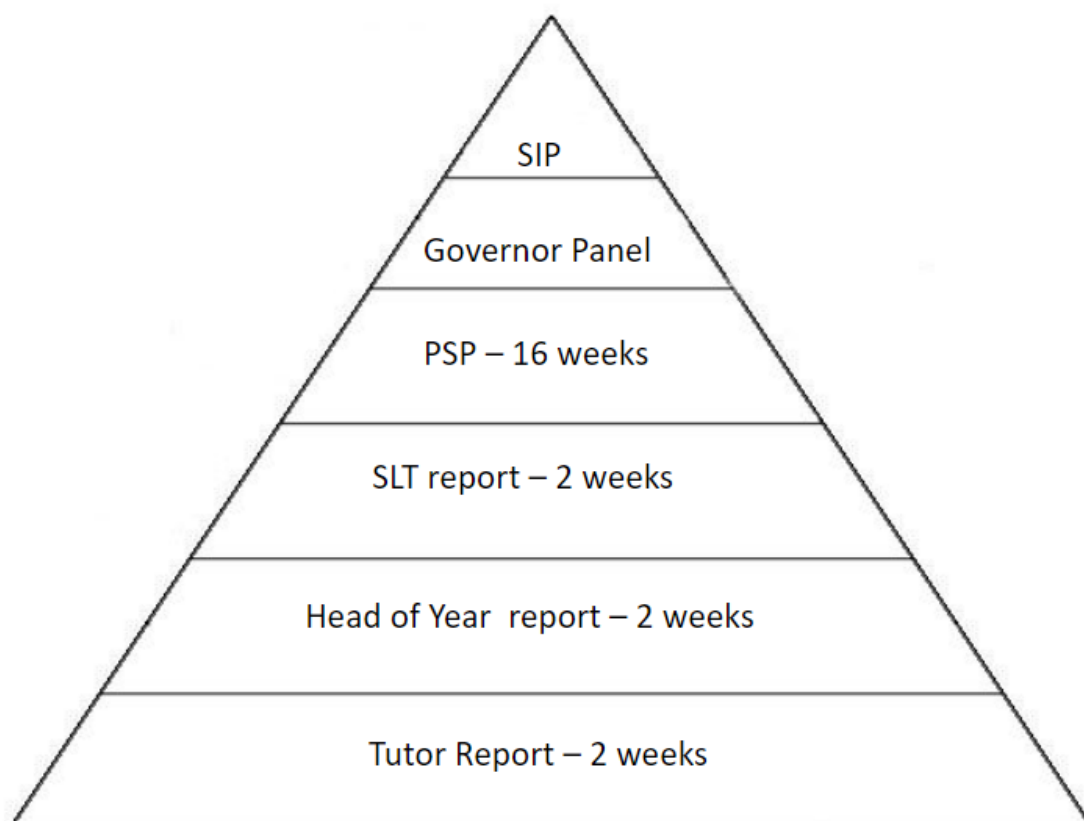
Staff are required to record all incidents of bullying via the behaviour management features in sims. This ensures that staff include description of the incident and the appropriate escalation. It is critical that staff record the type of bullying accurately.

Reports

Students are put on form tutor (green) report for two weeks. This is a level 1 strategy to improve behaviour. If students move to level 2 or 3 they will be put on a yellow (HoY) report or a red (SLT) report.

The two weeks may be extended if the reports have not been fully completed within this time period due to absences, loss of report or if it shows some progress though not enough to remove off report, or to escalate to the next level.

Heads of year, along with SSOs, are responsible for ongoing tracking and analysing of behaviour data for their year groups. Similarly, Heads of Faculty/Department are responsible for monitoring the application of the behaviour policy in their areas and ensuring a consistency of approach.



The use of Reset (internal suspension), PRU and Suspension

A suspension either to home or to the internal exclusion room (Reset) is a very serious but at times appropriate action to take. Whilst a suspension will mean a student will miss their “normal” education it is also an important message to other students.

It is essential that before a suspension is referred to the headteacher all procedures have been followed:

- a full investigation has taken place
- a meeting with the student
- prior warning to parents that an incident is under investigation
- plan for re-integration agreed

A suspension should not be an immediate reaction and must allow a student to give a full account in response to an allegation.

Incidents that happen on the way to or from school may result in a suspension. Equally, conduct over social media which impacts on the school day can also lead to suspension.

All matters of potential suspension will be considered in accordance with this policy, the Inclusion Charter and the school 4BEs ethos.

Reset (internal suspension)

Reset is reserved for serious one-off incidents or when all other levels of the behaviour system have been applied and a student continues to fail to meet school expectations. Internal suspensions must be approved by the headteacher and are treated effectively as the same as an external suspension. Students are referred to Reset only once the following stages have been applied:

A one-off, serious incident. These would include, but are not exclusively:

- fighting
- threatening behaviour
- verbal abuse
- damage to property or the school building
- bringing the school into disrepute

In the event of a serious, one-off incident such as those outlined above the course of action would be:

- a student statement taken
- staff statements completed (if required)
- statements collated and summarised by lead teacher (HoY or SLT)
- sims entry completed by lead teacher with recommendation to the HT
- Reset referral agreed with HT/SLT
- student booked into Reset
- parents informed and reintegration meeting booked

- students return to lessons on report to their HoY

In the event of a parent not attending a reintegration meeting students must not return to school fully. Students whose parents do not attend a reintegration meeting will remain out of circulation until parents have been met.

Reset referrals for persistent disruptive behaviour follow the same procedure. The decision to refer a student to Reset for persistent disruptive behaviour is made once all other stages have been exhausted as evidenced from line management minutes.

Staff are responsible for setting appropriate and meaningful work for students in Reset. Staff will be informed of Reset referrals in advance. Student work must be submitted on the day the student is excluded from their learning and staff are responsible for ensuring students receive feedback on the work they complete in Reset. Students are expected to work constantly and in silence when in Reset. Students failing to meet this expectation can be kept behind at the end of the day or have to repeat their day in Reset. Staff in Reset have to sign off each session's work.

In most cases internal suspensions will be no more than 1-5 school days. It is the expectation that the HoY would recommend an internal suspension or higher order sanctions according to frequency, severity and individual circumstance.

Suspension to home

If the school's interventions fail to have a significant effect, then the school may need to consider a suspension. Suspension from school refers to the temporary removal of a student from school as a sanction for unacceptable behaviour. (It is distinct from internal suspension where a student works in Reset under supervision).

Students who persistently behave inappropriately or who have been involved in "one-off" serious incidents may be at risk of being suspended. This can be either for a fixed term period or, in very serious situations, a student can be recommended for permanent exclusion.

Whilst the Headteacher has the power to suspend a student for one or more fixed periods not exceeding 45 days in any one school year, in practice, most suspensions are of a fixed nature and are of a short duration (usually between one and five days).

The decision to suspend can only be taken by the head. A student can be suspended in the following circumstances:

- in response to a serious breach of the school's behaviour policy
- for persistent and wilful poor behaviour or conduct despite intervention by the school
- if allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school.

Suspension, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Student Behaviour Policy:

	Type of incident	Possible sanctions
Level 1	Be Professional <ul style="list-style-type: none"> uniform infringement no LP3 late unprofessional language chewing gum failed to attend detention out of bounds 	Communication with family (recorded in sims) 30 min WSD 60 min WSD 2-hour SLT detention
	Be Learner <ul style="list-style-type: none"> 3 warnings on call poor classwork truanting wrong equipment no PE kit no homework 	
	Be Inclusive <ul style="list-style-type: none"> phone out anti-social behaviour rude queue jumping graffiti dishonest not following instruction disrespecting property 	
Level 2	Be Professional: <ul style="list-style-type: none"> persistent level 1 concerns unprofessional language to staff misuse of ICT persistent uniform infringement defiance/walking off vaping/smoking inappropriate use of online technology vandalism/damage to property theft 	Level 1 sanctions and/or; Reset Parent meetings must take place if a level 2 incident takes place. Tutor report - 2 weeks HOY report - 2 weeks SLT report - 2 weeks PSP - 16 weeks Governor Panel Headteachers final warning
	Be a Learner	

	<ul style="list-style-type: none"> • persistent level 1 concerns • repeated on call 	
	<p>Be Inclusive</p> <ul style="list-style-type: none"> • physical altercation • use of non-inclusive language • bullying • sexual misconduct 	
Level 3	<p>Be Professional</p> <ul style="list-style-type: none"> • aggressive behaviour towards staff • persistent defiance <p>Be a Learner</p> <ul style="list-style-type: none"> • significant disruption to learning (e.g setting off fire alarm) • entering a class without permission <p>Be Inclusive</p> <ul style="list-style-type: none"> • assault of student • filming of an incident • Sharing of clips/images • endangering the safety/well-being of others • bullying • sexual misconduct 	<p>Level 1/2 sanctions and/or;</p> <p>Home suspension from 1-5 days</p>
Level 4	<p>Be Professional</p> <ul style="list-style-type: none"> • bringing illegal substances into school (i.e. drugs) • bringing in a weapon into school • any actions that have directly endangered/harmed other pupils • pupils that have failed sanctions linked to level 1-3 behaviours. <p>Be a Learner</p> <ul style="list-style-type: none"> • persistent disruptive behaviour <p>Not Inclusive</p> <ul style="list-style-type: none"> • serious assault on student • assault towards staff 	<p>Level 1/2/3 sanctions and/or;</p> <p>Permanent exclusion Managed move Alternative provision</p>

This is not an exhaustive list and there are may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. Each individual case may be judged differently but within these broad parameters. The Headteacher has the right to suspend students for behaviour beyond the school gates and outside of school hours.

Governors' Warning Panels

Governors' warning panels meet on a termly basis. Students are referred to the panel when they are at risk of losing their place in school. These students will have failed to respond to all the school's available sanctions including internal and external fixed term suspensions. On occasion a student may be referred for a governors' warning for a one-off incident that could have led to a permanent exclusion but has on the occasion not. The purpose of the governors' warning is to act as a marker. The school is making explicit to the student and his/her family that they are likely to lose their place at school if they continue to behave as they have been.

The governors warning panel is made up of the HoY, the SLT line-manager and one governor. Paperwork for the panel needs to be submitted to the sitting governor 5 school days in advance of the hearing. The papers should include a cover sheet summarising the school's concerns, an account of sanctions so far imposed and a summary of support the student has received. Incident sheets for incidents that have led to previous exclusions should also be included.

The scheduling of the meeting should ensure that the family of the student are able to attend.

The meeting should start with the HoY outlining and summarising to the panel the school's concerns. The panel then can ask questions of the student and family and seek to secure agreement for targets for improvement. The student should then be placed on report.

Failure to make sufficient improvements following attendance at a Governor Panel may result in a Permanent Exclusion from school.

Pastoral Support Plan

If it is felt that a student is at risk of exclusion due to the inappropriate behaviour being displayed, the school will put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 16 week plan that will usually involve the student, school staff, other professionals involved as well as parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these.

Transitional Placements and Direct Moves

The local authority operates a protocol for students who would benefit from a fresh start in another school. The school will consider all students whose behaviour

warrants a permanent exclusion for a transitional placement or a direct transfer, subject to the structures laid down by the Fair Access Protocol.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

There are two categories of permanent exclusions:

1) Cumulative

- Students can be permanently excluded for a series of serious breaches, incidents or other concerns
- Following a final warning meeting the required improvement is not achieved or further misconduct takes place whether or not it involves a repetition of conduct which was the subject of a previous warning

2) First or 'one-off' offence

Students can also be permanently excluded for a first or 'one-off' offence. The list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the whole community. It includes:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying or use of an illegal drug
- carrying an offensive weapon
- serious bullying (verbal, physical, psychological, cyber), including extortion and multimedia abuse. For example this could include sexting and uploading malicious videos etc.
- making a malicious serious false allegation against a member of staff
- tampering with health and safety equipment, including the fire alarm, in a way that endangers others
- hacking or other activities that compromise the integrity or the computer network

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. In reaching a decision, the Head will always look at each case on its own merits.

Behaviour Outside of School

Students' behaviour outside of school on "school business" – for example school trips, sports fixtures or work experience – is subject to school policies and the

School's Behaviour Policy. Inappropriate behaviour in these circumstances, including incidents where it is considered that the school has been brought into disrepute, will be dealt with as if it had taken place in school and in accordance with school policies and this policy, where the circumstances warrant it.

Travelling to and from school is classed as being at school and therefore poor behaviour that brings the school into disrepute will be dealt with in accordance to this policy. Students must wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect Langdon Park School's reputation or risk the harmonious atmosphere of the school community.

Malicious Allegations against Staff

A student who is found to have made malicious allegations against a member of staff will be managed in accordance with this policy which may result in permanent exclusion from school.

Power to Search and the Rights of Staff to Confiscate Items

The Headteacher and other authorised staff have the right to search when it is suspected that a student is carrying an unauthorised item. A witness to the search will remain present at all times. Student bag, pockets or outer garments may be checked in the presence of the witness. If a student refuses to comply with the search then they may be sanctioned in line with the school policy, with the assumption that the suspected prohibited item is in the possession of the student. All searches will be logged in a central system regardless of the outcome. When a search is carried out it will be done so in line with the DfE guidance. At Langdon Park School the Headteacher has delegated to all teaching staff the authority to confiscate items from students as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned and by whom.

Items banned in the school rules	Procedure after confiscation
Mobile phones and earphones	Placed in the school safe and parents must collect
Cigarettes, E-Cigarettes tobacco, skins, filters etc	Disposed of responsibly
Chewing gum	Disposed of responsibly
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of
Stolen items	Handed to police if of high value Returned to the owner where of small value

An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents/disposed of Handed to police if offence committed
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Offensive Weapons

The school determines that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into Langdon Park School.

In addition to knives: axes, BB guns, catapults, slings etc, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats other blunt instruments, or items judged by the school to be carried with the intention to inflict injury on another individual – this includes fireworks, blades removed from pencil sharpeners, etc.

Use of Reasonable Force

Langdon Park School has a legal duty of care for all of our students. Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may be used to control or restrain. It will only be used as final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening (see also Physical Intervention Policy for further details)

Reasonable force can be used to prevent students:

- From hurting themselves and or others
- Causing damage to property
- Causing disorder within the class or school grounds

All members have a legal power to use reasonable force. It can also apply to people who are temporarily put in charge of students such as unpaid volunteers and cover staff.

Use of Mobile Phones

Mobile phones are to be switched off and out of sight for the duration of the school day.

Students failing to meet this expectation will have their phone confiscated and only returned to an adult member of their family.

Sanctions and the Role of Staff

The classroom teacher plays a central role in establishing and maintaining expectations, setting boundaries and in applying sanctions. They are responsible for the management of classroom behaviour, using positive classroom management and behaviour strategies as outlined in the toolkit. All teachers should ensure that students are aware of the rewards, rules and consequences that operate in the classroom. Teachers and other adults with responsibility for groups should actively praise and use the behaviour and achievement routines for those students who work well and excel. It is the responsibility of all teachers to be aware of the needs and prior attainment of the students they teach and ensure that appropriate, engaging and challenging activities are planned for students.

Where a student has not responded positively to initial prompts and warnings and then reaches stage 3 a BP must be given. This will automatically generate a 20 minute whole school detention. It is essential that the teacher is explicit in informing the student of their BP and their WSD after school. Where stage 3 is reached because of unsatisfactory work the teacher should record a BP and have the student complete a 20 minute detention with them. The recording of an incident on sims is not a sanction or an action. If such an incident is recorded in sims a short detention must be given. If possible the detention should be served immediately or at least on the same day. (please see detention appendices for escalation and actions)

Sanctions should not be used where low-level interventions, such as giving non-verbal signals, or reminding a student of a rule, are all that is needed. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties, or other type of SEN.

Students with SEND will sometimes need a more flexible application of the behaviour policy. The school maintains the highest expectations of the behaviour of all students but also recognises that some adjustments need to be made to routines and sanctions to support students with SEND. All staff need to be aware of the needs of the SEND students they teach and whether adjustments need to be made when applying the behaviour policy.

When applying sanctions staff should:

- make it clear, that they are criticising the behaviour, not the person
- avoid early escalation to severe sanctions, reserving them for more serious or persistent poor behaviour.
- avoid whole group sanctions; take account of individual circumstances. Whole class detentions must not be issued.
- encourage students to reflect on the effects of misbehaviour or absence on others in the school community, as a detention exercise and as part of everyday teaching.

Repair and Rebuild

All sanctions should include strategies for repairing and rebuilding a working relationship between students and staff. There should not be any sanction that excludes the student indefinitely from taking up their educational rights across the curriculum. During this period of repair and rebuilding the student will meet with appropriate staff, have the chance to admit their responsibility, recognise the rights of others and agree verbally or in writing how they will improve upon their behaviour.

Roles and routines

The classroom teacher is responsible for:

- role modelling the highest standards of professionalism and the behaviours we expect from each other
- creating a positive climate and atmosphere for learning. Taking a personal interest in students is critical in creating a positive culture where students feel known, cared for and able to thrive.
- Ensuring their classroom is a welcoming, professional environment where achievement and excellence are celebrated
- meeting and greeting students at the start of every lesson
- ensuring an accurate record of attendance is taken at the start of the lesson. Recording all lates and AP/BP and follow up in sims (see toolkit)
- ensuring all lessons are engaging, sufficiently challenging for the most able and appropriately scaffolded for less able students
- maintaining the 5-1 principle of positive to negative comments--praising publicly while criticising in private
- awarding a single 4BE postcard for the agreed 4BE every lesson
- always seeking to de-escalate potentially difficult situations—use the toolkit
- the absolutely consistent application of all school routines
- being pro-active in ensuring students attend detentions—informing students of their detention and the reason for it.
- always following up on positives and negatives through school routines and parental contact.

The head of faculty is responsible for:

- role modelling the highest standards of professionalism and the behaviours we expect from each other
- overseeing a calm and orderly start and end to each lesson and supporting colleagues by maintaining a highly visible presence around the faculty.
- Establishing and maintaining a departmental environment for learning that creates, nurtures and celebrates excellence in all aspects of school life
- through lesson drop-ins ensuring all colleagues and students are supported in their pedagogy. Consistently using and applying faculty internal referral system

- monitoring and analysing weekly AP/BP data to ensure the consistent application of the behaviour policy and all routines consistently across their area
- when necessary meeting with student and classroom teacher, being present at parental interview, recommending school detention through line manager, referring to Head of Year.

The form tutor is responsible for:

- role modelling the highest standards of professionalism and the behaviours we expect from each other
- creating a positive climate and atmosphere for learning. Taking a personal interest in students is critical in creating a positive culture where students feel known, cared for and able to thrive
- monitoring the behaviour and achievement of their tutees via sims (see toolkit).
- ensuring all actions are carried out when students reach trigger points in sims (phone calls home/reports)
- ensuring all students receiving LP3, lateness and uniform BPs complete detentions at the end of the day
- praising those students receiving achievement points and ensuring students receiving class teacher detentions attend their detentions