



## BEHAVIOUR POLICY

### AIM

The aim of this Policy is to state the School's formal framework for rewarding good pupil behaviour or performance and sanctioning those whose behaviour or performance falls short of what is expected.

This policy, read in conjunction with the anti-bullying policy aims to:

- promote good behaviour, self-discipline and respect;
- make clear the standards of behaviour that the school expects from pupils and students;
- set out the means by which the school will praise and reward pupils and students when they reach these standards;
- give a clear and easily understood framework in which pupils who fail to meet these standards will:
  - be told that this is the case;
  - be given clear guidelines and expectations for improvement and issued with proportionate school sanctions as appropriate;
- encourage all members of the school community to adopt positive attitudes and values, which include (but not limited to) kindness, curiosity, confidence (with humility) and integrity.

### INTRODUCTION

Every member of the school community has the right to feel valued and respected. It is important that we engender a culture of reward and praise rather than one of sanction. Constant and consistent praise creates an atmosphere of self-worth and a feeling among the pupil body that their efforts are being noticed and actively acknowledged. Both staff and senior pupils are role models and as such need to behave in a way that is professional, courteous, humble and respectful: all young people look up to those in positions of responsibility and thus there is a clear obligation to put reward before sanction.

The backbone of the School is the positive and mutually trusting relationship between pupils and staff. Therefore, members of staff are encouraged to deal with positive and negative situations as and when they arise, and in a fair and reasoned manner. All pupils and students have the right to be fairly and consistently treated. It is recognised that children make mistakes; they need to learn the lessons about consequences to actions, and also, restoratively, consider the impact of their actions on others. It is important that poor behaviour in any area of the School cannot be condoned and that procedures are consistently applied when utilising the School's sanction framework.

### BEHAVIOURAL EXPECTATIONS

We recognise that the most effective way of maintaining high standards of behaviour is to actively promote good behaviour. The School expects everyone to be the best version of themselves. To that end, these are the behavioural expectations that the School has of all members of its community:

#### ***Kindness***

The School encourages all members of the Langley community to show kindness to others. To achieve this we expect all members of the community to:

- be polite and courteous at all times;
- speak to others as you would like to be spoken to;
- help others who may be feeling low or isolated;
- show respect to one another;
- be a supportive friend;
- to engage positively with other pupils and students.

### **Confidence**

The School encourages pupils and students to be confident with the school community but must show it with humility. To achieve this, pupils and students should:

- help out someone in trouble;
- encourage good behaviours in others through setting high standards;
- approach challenges in a positive manner;
- be prepared for lessons;
- actively engage in lessons (with teachers and peers);
- engage with pupils and students from other year groups.

### **Integrity**

The School encourages all members of its community to show a consistent and uncompromising adherence to strong moral and ethical principles. This can be shown by:

- being honest and truthful at all times;
- take pride in wearing the school uniform as intended;
- ensure that every effort is put into work and other co-curricular activities;
- being a good role model for others;
- upholding the reputation of the school in the wider community;
- not standing by, but pro-actively standing up for what is right;
- being socially responsible.

### **Curiosity**

The School encourages all members of its community to be inquisitive and have a positive appetite for learning. Pupils and students can show this by:

- listening to and learning from staff that are trying to help you;
- displaying positive attitudes to learning in the classroom;
- tackling challenging work with a positive mind-set;
- taking advantage of the opportunities that the school has to offer.

The School Prefects have written their behavioural expectations of all pupils and students. This can be found in Appendix 3.

## **REWARDS**

Langley endeavours to reward effort, perseverance and community spirit. The School uses a system of merits to reward pupils and students for their contributions to school life.

### **Pupils in Y6-11**

Pupils in Y6-11 will be issued with a Reward and Conduct Card (see Appendix 4) where merits will be recorded. Merits are awarded for:

- progress, improvement or effort;
- exceptional work;
- kindness;
- community spirit.

To be meaningful, pupils need to know of these rewards, therefore they will be recorded on the pupil's Reward and Conduct Card immediately. During tutor meetings the form tutor will record these on the

school's management information system. The value is undermined if they are given out too frequently – each teacher should aim to award approximately 1-2 merits per class per week.

Pupils receive prizes from the Head of Year, Deputy Heads and Headmaster for accumulating merits, these include, amongst others:

- tuck shop vouchers;
- lunch queue priority passes;
- use of the reward common room.

The use of the reward common room will be done by year group on a weekly basis. The top 5 merit earners for the previous week can select two friends each to take to the reward common room on their year groups day.

- Monday – Y6/7
- Tuesday – Y8
- Wednesday – Y9
- Thursday – Y10
- Friday – Y11

**\* please note that due to pupils having to be in bubbles the reward classroom is not in operation whilst we are under COVID-19 restrictions.**

Other prizes are awarded at 50 merit intervals. Pupils will also gain recognition through certificates in Year/Whole School assemblies for achieving the following landmarks:

- 50 merits – Tutor certificate;
- 100 merits – Head of Year certificate;
- 150 merits – Deputy Head certificate;
- 200 merits – Headmaster certificate.

These merits also count towards the termly House Shield. Pupils with the highest amount of merits each term are rewarded by the Headmaster through the invitation to afternoon tea, where their achievements are celebrated.

### **Sixth Form**

Sixth Form students will also carry a Reward and Conduct Card and they will be rewarded for the same behaviours, however this will be by the giving of café vouchers. Once students have accumulated a certain number of merits, they will be rewarded with a voucher that they can then redeem in the Sixth Form café as desired.

Sixth Form students are also rewarded by being given positions of responsibility. This includes being a School Prefect. They play a significant role in helping with duties, events, charity fundraising and promoting the school. Students may hold positions of responsibility as House Captains within their Houses. Some students will be elected captains of sports teams and be given responsibilities in co-curricular activities. Others may become members of School Council or other school committees (as will pupils from the lower school).

### **Academic Achievement**

Throughout the year, pupils and students will be rewarded for their academic achievement through the awarding of merits. As well as this, pupils and students can be awarded a Langley Distinction. This is an award that shows recognition for a piece of work, or academic contribution, that far exceeds expectations. Langley Distinctions will be awarded by the Headmaster.

Academic success is also celebrated in the Sixth Form as top achieving students will be invited onto the Academic Scholarship programme.

Other academic successes are also celebrated by the following means:

- publishing work in various School publications;
- departmental certificates/praise postcards/class awards;

- displaying work in classrooms and around the school site;
- positive and constructive written reports.
- the termly award of the Halls Cup for Good Citizenship;
- the termly Binks Cup, which is awarded for the best all-round performance by a member of the Lower Sixth;
- the Grimmer Cup awarded each term for the best individual attainment in Y6-9;

## **Annual Awards**

At the end of every year the school rewards those pupils and students who have shown extraordinary commitment and enthusiasm for a particular subject, going above and beyond teacher expectations by awarding a Junior, Senior and Upper Sixth subject prize to the most deserving pupils and students. The Junior prize is anyone in years 6-9, the Senior prize is awarded to pupils and students in years 10,11 and Lower Sixth. These are awarded at the school's end of year Speech Day.

In addition, we also award the following on an annual basis at the school's Speech Day:

- Langley award for kindness;
- Langley award for integrity;
- Langley award for confidence;
- Langley award for curiosity;
- Headmaster's award for resilience;
- Headmaster's award for creativity;
- Headmaster's award for adaptability;

At Langley we recognise that effective teaching and learning with consistent classroom management are the key components in promoting good behaviour and limiting opportunities for misbehaviour among pupils and students.

## **SANCTIONS**

Langley School does not practise or condone corporal punishment in any shape or form.

In the event of poor behaviour or unsatisfactory work, the pupil or student will be given an appropriate form of sanction that considers:

- the circumstances of the discipline matter in question;
- the age of the pupil;
- the pupil's behavioural and academic record;
- any other relevant conditions.

Restorative principles are at the core of the School's sanction policy and it is important for pupils to understand the consequences of their actions and their effects on other people. As such when an incident of poor behaviour occurs, pupils may be asked to complete a Reflection Sheet. This provides the pupils with an opportunity to reflect on their behaviour, whilst also thinking about how they could have dealt with the situation differently. It will also be an opportunity for the pupil to consider how they could begin to restore any relationships that have been negatively affected. With all sanctions, pupils will be encouraged to apologise for their behaviour.

While there is always some room for interpretation and treating each situation as an individual case, the following pyramid of sanctions should be used across the School. In the following grids, specific boarding sanctions and information relating to those sanctions is shown in *italics*. It is important to note that these are not an exhaustive list of infringements. Any other poor behaviour not listed will be categorised as appropriate to the situation.

Stage	Sanction	Behaviour
1	<ul style="list-style-type: none"> <li>• Demerit, recorded on Reward and Conduct Card.</li> <li>• Tutor detention when three demerits for same category received.</li> <li>• Tutor detention when five demerits received overall.</li> <li>• Class teacher detention.</li> </ul> <p><i>For incidents that occur in boarding the following policy applies: Clearing tables/litter-picking [must not become onerous and must reflect good hygiene practices], early "lights –out", boarding detention.</i></p>	<p><b>Uniform and equipment infringement</b></p> <ul style="list-style-type: none"> <li>• Incorrect uniform.</li> <li>• Lack of correct equipment/poor organisation.</li> </ul> <p><b>Lack of respect</b></p> <ul style="list-style-type: none"> <li>• Interrupting lesson and other pupils.</li> <li>• Lateness.</li> <li>• Unkind/discourteous/inconsiderate behaviour.</li> <li>• Belongings not kept in locker in a tidy manner.</li> <li>• Dropping litter.</li> <li>• Eating and drinking in lessons.</li> <li>• Chewing gum.</li> <li>• Using mobile device.</li> </ul> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Incomplete or lack of effort in homework.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Head of Year detention for a further three demerits for the same category.</li> <li>• Head of Year detention for ten demerits overall.</li> <li>• Removal from lesson.</li> <li>• Report: Academic, Uniform, Pastoral.</li> <li>• <i>Boarding report.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Stage 1 behaviour (sanction already applied, and pupil has not altered their behaviour).</li> <li>• Bad language.</li> <li>• Failure to attend a teacher/tutor detention.</li> <li>• Inappropriate behaviour directed at other pupils.</li> <li>• Inappropriate use of school computers/equipment.</li> <li>• First instance of not having Reward and Conduct Card when asked.</li> </ul>

Stage	Sanction	Behaviour
3	<ul style="list-style-type: none"> <li>• School detention (Friday 3:50pm – 4:30pm).</li> <li>• Removal from lesson</li> <li>• Ban on representing school (fixtures, events, trips, academic competitions).</li> <li>• <i>Removal of privileges (for those who have them).</i></li> <li>• <i>Grounding.</i></li> <li>• <i>Gating.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Stage 2 behaviour.</li> <li>• Missed HoY detention.</li> <li>• Truancy.</li> <li>• Persistent inappropriate behaviour directed at another pupil whilst in lessons.</li> <li>• Refusal to follow a staff member's instructions.</li> <li>• Lying to a member of staff.</li> <li>• Serious damage to school property.</li> <li>• Consistently not having Reward and Conduct Card when asked.</li> </ul>
Stage	Sanction	In Class
4	<p>SMT and HoY to discuss appropriate sanction to include:</p> <ul style="list-style-type: none"> <li>• Suspension, the length of which will be determined by the severity of the offence and the past behavioural record of the pupil/student.</li> <li>• Expulsion.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Stage 1-3 behaviour.</li> <li>• Swearing at a teacher.</li> <li>• Disruption of a formal exam.</li> <li>• Insolence shown to a member of staff.</li> <li>• Smoking/use of smoke related devices (e.g. vaping)</li> <li>• Possession of banned items (drugs, alcohol, pornography, weapons etc).</li> <li>• Physicality towards another pupil or member of staff.</li> <li>• Dangerous behaviour.</li> <li>• Theft.</li> <li>• Bullying, including via social network platforms.</li> <li>• Sending/forwarding threatening or abusive messages to staff/pupils.</li> <li>• Sexually inappropriate behaviour.</li> <li>• Racist or discriminatory behavioural incidents.</li> <li>• Bringing the school into disrepute.</li> </ul>

**Being a bystander in any of these incidents has the potential to carry the same sanction as for the main perpetrator (collective responsibility). Standing by and doing nothing when someone else is being disrespected or hurt is not acceptable.**

## **MONITORING OF SANCTIONS**

It is the role of Tutors and Heads of Year to monitor the level of demerits that a pupil/student is receiving and therefore act if necessary. As stated in the sanctions table, pupils/students will receive a tutor detention for three demerits in one area and also when they reach five demerits altogether.

Heads of Year will act when a pupil/student receives a further three demerits in the same sanction and when they receive ten demerits altogether. It is the role of the Tutor to inform the Head of Year of this. At this stage contact home will be made to discuss the ongoing issues with parents/guardians. A report card may also be used.

When a pupil receives a third set of demerits in the same sanction, they will have a School detention on a Friday. This will also happen when the pupil/student receives twenty demerits in total. At this point contact will be made with home and the pupil/student will be placed on a Deputy Head's Behaviour Contract.

A Headmaster meeting will be held when:

- a pupil or student reaches 30 demerits in total;
- a pupil or student receives their fourth set of three demerits for the same sanction;
- a pupil/student breaks a Deputy Head Contract.

At this point the Headmaster will discuss the pupil's/student's future at the school and may well involve a stage 4 sanction and or a Headmaster's Behaviour Contract.

## **REWARD AND CONDUCT CARD**

Each pupil and student will be issued with a Reward and Conduct Card. They must always keep these on their possession as a teacher (or member of staff) can ask to see their Reward and Conduct Card on demand. Failure to have it, or losing a Reward and Conduct Card, will result in the appropriate sanction being applied.

Staff should issue merits and demerits on the card by signing and initialling as appropriate, indicating what the reason for the card. Part of the Tutor's role is to look at the Reward and Conduct Cards and record the number of merits and demerits issued to a pupil.

\* please see COVID-19 Addendum regarding use of Reward and Conduct Card whilst the pandemic continues to affect how school operates.

## **DETENTIONS**

Detentions are recorded on the pupil's/student's Reward and Conduct Card. Teachers and Tutors should act in a timely manner when a pupil/student is required to have a detention.

Head of Year detentions will run at lunchtimes and will be from 12:40 to 1:10. As these are more serious these should be recorded on the school system so a more formal record can be kept.

School detentions run on a Friday after school has finished from 3:50 to 4:30 and will require parents to be informed as soon as is possible as alternative transport arrangements may be needed.

## **SUSPENSION FROM SCHOOL AND EXPULSIONS**

To have effect, the threat of suspension or expulsion can only be used sparingly when all else has failed or when the offence is serious or the school, member of staff or pupil is at risk from the continued presence of the offender.

When it is considered necessary to suspend, the Headmaster must be apprised of all events and circumstances. A Deputy Headmaster, or other nominated member of staff, will then contact the parents to notify them of the intention to suspend and make the necessary arrangements. The pupil/student will be seen immediately before their departure and informed of the reasons for such action. This will then be followed by a letter to parents detailing the action and reasons. The pupil may not be re-admitted to school until a return to school meeting has taken place with parents and a Deputy Headmaster, in which the pupil must demonstrate that they have reflected on their behaviour and given assurances that there will not be a recurrence. Parents and pupil are made aware that a further offence of a similar or equally serious nature may lead to expulsion.

Pupils are normally expelled for failing to abide by the terms of their return from suspension. There are, however, instances where the seriousness of the offence might merit immediate expulsion e.g. serious assault, sexual misconduct or drug abuse. In the event of a pupil being expelled the Chairman of Governors is notified in advance of the final decision. The Headmaster will contact the parents to inform them of the intention to expel and the reasons behind it.

## APPENDIX 1 – GUIDANCE ON CONFISCATION OF PUPILS’ BELONGINGS

### Confiscation

The DfE Guidance for Schools on “Screening, Searching and Confiscation” will be adhered to. This guidance provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way.

Any member of staff may confiscate, retain or dispose of a pupil’s property in order to enforce the school’s code of conduct, school rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others;
- an item that poses a threat to good order for learning;
- an item that is against school uniform rules;
- an item that poses a health or safety threat;
- an item which is counter to the ethos of the school;
- any other prohibited or dangerous items as detailed by the school’s rules.

In general, items should be confiscated for the duration of a lesson or until the completion of the same school day. The basis for confiscation of a longer duration should be discussed and approved by an appropriate senior member of staff. Where any item is thought to be a weapon, a controlled substance or stolen goods the Police will be informed and it may be passed to them.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned and staff should deposit these in the school’s safe.

### Pupil searches

Guidance issued by the DfE makes it lawful for the Headmaster (or staff designated by him) to search pupils for any item banned under the school rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline.

Prohibited or banned items include:

- knives;
- weapons;
- alcohol;
- tobacco and cigarette papers;
- vaping paraphernalia;
- substances that could be abused, such as illegal drugs, solvents or so-called “legal highs”;
- stolen items;
- fireworks and/or smoke bombs;
- pornography;
- inflammatory material of a religious, political, racist, homophobic or sexist nature;
- mobile, gaming and music devices when the Mobile Device policy has been contravened;
- any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the school or environs or to commit an offence, cause personal injury or damage to property.

The power to search pupils with consent allows a teacher to ask a pupil to turn out his/her pockets, bag or locker. If a pupil refuses to cooperate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff.

The power to search pupils without consent, with the authorisation of the Headmaster, should be carried out by a staff member who is the same sex as the child. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the pupil. The power to search without consent extends to a personal search involving the removal of outer garments (e.g. coats) and searching of pockets, bags and lockers (if available).

If it is felt necessary for a pupil to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the pupil, then the school will ensure such searches are carried out according to agreed protocols by the Police, following notification to parents.

If items are found as a result of a search without consent the following will apply:

- alcohol: may be retained and disposed of as appropriate;
- controlled substances (or suspected controlled substances): will be delivered to the Police in accordance with the school's Drug and Substance Abuse Policy;
- the school will judge if stolen items also need to be reported to the Police and, when appropriate, the goods will be returned to their rightful owner.

The school is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, Langley School will seek to inform parents of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

## **APPENDIX 2 – USE OF REASONABLE FORCE**

Langley School adhere to the DfE's guidance, "Use of Reasonable Force".

### ***What is reasonable force?***

The term 'reasonable force' covers the broad range of actions used by teachers at some that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury.

### ***Who can use reasonable force?***

- All members of School staff have a legal power to use reasonable force.
- This power applies to any member of staff at the School.

### ***When can reasonable force be used?***

Circumstances that could justify intervention include:

- immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object;
- a pupil attacks a member of staff, or another pupil;
- pupils are fighting, causing injury to themselves and others;
- a pupil is committing, or is on the verge of committing, deliberate damage to property;
- a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by means of an object or materials;
- a pupil absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff/pupils or the good order and discipline of other classes;
- a pupil persistently refuses an instruction to leave a classroom, is behaving in a way that seriously disrupts a lesson or a school event.

Following the incident:

- investigate thoroughly and make a record of the incident;
- the physical well-being of pupils and staff involved will be a priority, with appropriate medical care;
- seek to provide emotional and psychological support to all concerned where necessary;
- apply appropriate sanctions where necessary, according to the school's Behaviour Policy.

### Appendix 3 - Langley School Behavioural Expectations Guide

The School prefects have written their own Behavioural Expectations Guide that sets out their expectations as to how all pupils in the School should behave. This guide is set out below, between pages 13-19.

This document is a guide to how Langley pupils should behave in all areas of school life. A Langley pupil should encompass the values of kindness, commitment, positivity, dedication and good manners in all aspects of their school life.

Being polite and showing impeccable manners is of utmost importance. Opening doors, greeting teachers, saying thank you after lessons are all examples of acts Langley pupils should do daily. Inclusivity of everyone no matter race, gender, sexuality, religion or any other difference is essential to our community environment, alongside celebration of all pupils' achievements and successes. Bullying, rudeness and apathy are intolerable from Langley pupils.

A Langley pupil should be hardworking and always putting in 100% effort to achieve the best results for themselves. At Langley, we have pride in our school and therefore always try our best to represent Langley positively in all occasions.



## Lessons, Activities and Sport

- Whether in lesson, on the sports-field, on the stage or in a music room; the most important thing is to **try your best** and put in 100% effort into every task.
- In all aspects of Langley life **respect** should be shown; for teachers and other pupils. Listen attentively to your teachers and follow all their instructions but also listen and respect other pupils in lessons or other activities.
- In lessons and games, you should always be properly **equipped** and ready whether it is with your PE uniform or your biology textbook.
- **Positivity** is key. A positive mental attitude will allow the best results in learning and training.
- **Growth Mindset** is important to keep in mind when facing challenges in the classroom or on the field. Showing **resilience and tenacity** are vital.
- In every school activity, **celebration of others** is crucial to ensure a school of team-spirit and kindness; celebrating everyone's achievements big and small, in the classroom or on the field, in school or out.
- Remember the "**Golden Rule**" – treat others as you would like to be treated"; show respect, engagement and above all **kindness** in everything you do.
- In every aspect of Langley, we should keep in mind the values of **confidence with humility, curiosity and kindness**, and let it shine through in our learning and games.
- Langley pupils should demonstrate impeccable **manners** at all times. Greeting teachers in the corridors, thanking teachers after lessons, holding doors open for others are all actions that should be completed. Pupils should be **polite** and **courteous**.



## Chapel

- There should be **silence** when entering the chapel; pupils and pupils should find their form tutors and sit with their form group.
- Uniform is expected to be **smart** (with the exception of coats and scarves).
- Chapel is an occasion for our community and **singing is key**. It is expected that all those who are present sing to the best of their ability, to uphold the community spirit in the chapel.
- All Hymn books should be handed back to the member(s) of staff collecting them at the entrance of the chapel.
- Whether one holds Christian beliefs or not, it is expected that you should show respect for those who wish to worship. It is a time for **silence** and **reflection**, not a time for chat or catching up on sleep.
- When the service is over everyone should stand **silently** until the Headmaster and the Deputies have departed. Once instructed, you should leave by filing out row by row, starting from the front of the chapel.



## Uniform and Appearance

All pupils up to Year 11 are required to wear the school uniform as it is an **important part** of Langley life. We believe that it promotes a sense of **community** and **pride** for the school which is of the utmost importance.

The up to date uniform list is available on the school website along with where to purchase it.

- The proper uniform, as described on the list, should be worn **throughout the day**. This includes when **travelling to and from** the school as you remain to be representing Langley.
- We would like to stress that **uniform does matter**, and teachers have been instructed to not allow pupils to enter classes if they are not correctly presented, e.g. shirts tucked in, top button done up and ties tight.
- Hair should be worn up if below shoulder and away from the face throughout the school day and jewellery should be minimal.

### *Summer Uniform*

- Throughout the year, in **lessons** you may take off your blazer if you aren't wearing a jumper underneath after asking your teacher's permission.
- Blazers must **always** be worn properly **on site** until summer uniform is announced.
- Summer uniform allows girls to wear white socks instead of tights and all shirts can be short sleeved. Blazers don't have to be worn but should be available at **all times**.

### *Winter Uniform*

- Winter clothing (Coats, scarves, gloves) **must** be as specified on the uniform list, e.g. Black or dark coloured.
- Wearing a coat is to be **as well as**, not instead of a blazer.
- All winter clothing should **not** be taken into assembly.
- Winter clothing should be taken off immediately when entering a lesson unless the teacher says otherwise.
- We would like to stress that hoodies are not a substitute for a coat or the school jumper even if they are part of the school's sportswear.



### *Non-Uniform Days*

The school does have non-school uniform days once a term in aid of a **charity** where a £2 donation is **encouraged**.

- Although you don't have to wear the uniform, we ask that you are mindful of only wearing suitable clothes.

## Boarding

Within the boarding community at Langley School it is a priority to make pupils feel welcome and safe during their time here. We believe that we can achieve the goal of pupils feeling secure whilst having fun by following these behavioural rules;

- When attending breakfast, pupils must be wearing the **appropriate school uniform**.
- During the school days pupils are not allowed back in house, so it is important that they are **organised** for their day.
- Pupils are expected to follow **'in house' and 'in room' times** in order to keep the life in the boarding house easy without any issues.
- Pupils from year 6 to 11 must attend **compulsory prep sessions** in allocated rooms with a staff supervising between the hours of 5:00pm – 6:30pm. Sixth form pupils are granted a **privilege** of being able to do prep in their rooms if they would like between the same hours.
- During the evenings in boarding pupils are allowed to wear clothes they feel comfortable in.
- **Meals in boarding are compulsory**, this is with the exception of if a pupil was out due to a school event such as a sport fixture or has permission from a parent saying they will be elsewhere.
- Pupils boarding weekends **must attend brunch and dinner** unless they make other arrangements that a member of staff is aware of.
- If a pupil wishes to leave the site during the weekend they **must sign out** in the main house and let the member of staff on duty know.
- It is expected of pupils to treat the boarding facilities with care and respect, as they would in their own homes.
- It is important that the staff are treated with **respect** as they put on evening activities, trips out and help ensure your safety.
- Boarding is a tight community where lasting friendships are formed so it is important that people are **kind** to each other and **support** each other.



## Formal Events

Formal events encompass internal events like whole school assemblies, drama productions and house music and external events like school trips and Carol Service.

- Need to be **well presented** at all times.
- Always be mindful that you are **representing the school** whether it is an internal or external event.
- **Respect** given to the person/people delivering the event whether this is a performance or assembly.
- Before the event begins, please remain in **silence** or only minimal talk until the event is underway.
- Where appropriate show **support** for performers (applause at concerts or drama productions etc).
- On occasions where seating has been reserved please leave this area free.
- It is expected to always be **prompt** to formal events.
- When on school trips ensure you **listen** and follow instructions given to you by teachers and are aware of your whereabouts at all times for your own safety.
- After the event has finished follow instructions given to you by the members of staff.



## Around Site

- **Respect** the grounds which grounds staff work hard to keep in pristine condition.
- **Avoid walking on the grass** and keep to the assigned gravel pathways especially when walking to chapel.
- Benches are available throughout the site so that pupils may sit outside during the summertime. Most benches are located at the old astro where food can be eaten during the trinity term, however, these should be **kept as clean as possible** and all waste should be put into the bins provided.
- **Ball games should only be played on sports' fields** as they are not suitable elsewhere and can damage buildings and cars etc.
- **All litter should be put in the bins provided.**
- In the event of a fire alarm, pupils should walk **quickly and silently** to the field in front of main house and **sensibly** line up in their forms and in register order.
- **Be aware of lessons** which may be underway by keeping noise level to a minimum when walking on site during lesson time.
- Please be **mindful of the school dog 'Indie'** when around site especially during break and lunchtimes.



APPENDIX 4 – REWARD AND CONDUCT CARD

**Reward and Conduct Card**

Name:

Form:

House:

Card No:

Date of issue:

	M	Tu	W	Th	F
1					
2					
3					
4					
5					
A					

Abbreviations for Merit Categories	
PIE	Progress, improvement or effort
W	Exceptional work
K	Kindness
CS	Community Spirit

### Record of Merits

	Awarded by/date	PIE	W	K	CS
1					
2					
3					
4					
5					
6					
7					
8					
9					
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40					

PIE— Progress, Improvement, Effort.      W—Exceptional work.

### Record of Merits

	Awarded by/date	PIE	W	K	CS
41					
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K— Kindness

CS—Community Spirit

## Record of De-merits

### Uniform and equipment

Initials														
Date														

### Behaviour

Initials														
Date														

### Academic

Initials														
Date														

## Detentions

Issued by	Reason and type	Date	Completed/initial/date

## **COVID-19 ADDENDUM**

Langley School takes the safety of its staff and pupils very seriously and will continue to issue significant school consequences, to those who present intentional harm to others. New rules have been added, to recognise the vital importance of safety in schools, during the COVID-19 Pandemic. Pupils must make sure that they:

- follow the new routines in school for movement around the school and social distancing;
- wash their hands thoroughly, when instructed to do so;
- only socialise with their “bubble” group and should not come into contact with others;
- stay in the designate areas for their bubble;
- do not share equipment, food or drink;
- follow good respiratory hygiene where possible
- tell an adult if you are experiencing Coronavirus symptoms;
- must only use the toilets that they are instructed to use and should ask permission from an adult to go to the toilet, where possible.

Pupils who do not follow these rules, will be issued a consequence in line with the school's usual sanctions system.

The government has made it clear that schools must specify consequences where a pupil intentionally puts others in harm's way, considering the new risks that COVID-19 may pose. Therefore, pupils who spit or cough on others intentionally, without making reasonable adjustments to move away from others or to follow respiratory hygiene, will be sent home for a period of reflection as per Stage 4 of the behaviour policy. If pupils intentionally put others in harm's way other than those stipulated, they will also be sent home for a period of reflection, in line with the school's usual sanctions. Abuse related to the COVID-19 situation from a pupil directed at their peers will not be tolerated or passed off as 'banter' or as 'just having a laugh'. These instances will be treated seriously, like all other instances of peer-on-peer abuse.

## **REWARD AND CONDUCT CARD**

As the sharing of resources is restricted during the pandemic, the use of a Reward and Conduct Card is not feasible. As a result, this part of the Behaviour Policy will not be in use until the restrictions are lifted. Consequently, staff should enter merits and demerits directly onto SIMS. Tutors and Heads of Year will need to monitor merit and demerit levels on SIMS.