



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.

We expect all pupils and students to work hard and to behave in a way which enables them and their peers to make the most of the rich and excellent academic and co-curricular opportunities that Langley has to offer them. All Langley pupils should be kind, see challenge as an opportunity and aspire to be the very best they can be. Work should be completed to the highest standard possible and always



handed in on time. We want to ensure that Langley is a place where all young people have the opportunity to thrive.

School Charter

As a school, we believe in giving the pupils and students responsibility in setting their own expectations for behaviour is important also. As a result, each tutor group will create their own behaviour charter therefore encouraging them to take responsibility for the culture that they would like to foster for the school. These will be signed and displayed in the form room acting as a reminder of the expected behaviours. The tutor group charters will be amalgamated into one School Charter.

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 and students in all years will receive merits for displaying positive behaviour around school:

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

To be meaningful, pupils and students need to know of these rewards, therefore they will be recorded on the pupil's profile within iSAMS and they must be told what they have been awarded for. It is the role of the Tutor, Head of Year and Deputy Head to monitor the number of merits awarded to ensure that positive behaviour is recognised and acknowledged. The value is undermined if they are given out too frequently – each teacher should aim to award approximately 1-2 merits per lesson.

Certificates 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.

Positive behaviour is also recognised by the Head of Year, Deputy Heads and Headmaster for displaying positive behaviour around school. Heads of Year will award a 'Star of the Week award' to the pupil(s)/student(s) in their year group that has contributed positively to school life, whether that be in an academic sense, or by displaying acts of kindness. These prizes will include, amongst others:

- certificates;
- tuck shop vouchers;
- lunch queue priority passes;
- Sixth Form café vouchers (Sixth Form students only).



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's values and ethos. Prefects will also be attached to a tutor group and will act as a positive role model for the younger pupils, as well as promoting good behaviours. 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 the 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. This involves the school continuing to grow their talent, skill and confidence through the additional opportunities made available to them both in and out of the classroom. In return we expect an outstanding commitment to their own development, to the academic and enrichment activities provided within their specialist area and wider school community and to representing the school in the public arena. Their continuing scholarship is dependent on the understanding that Langley Scholars are role models to all Langley pupils.

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.

Boarding

At Langley we wish to reward boarding pupils for displaying the positive behaviours around the boarding house, including the following:

- participation on trips;
- celebratory meals;
- bespoke activities.

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"> • Demerit, recorded on CPOMS • Tutor detention when five demerits received overall. • Class teacher detention. <p><i>For incidents that occur in boarding the following applies: Clearing tables/litter-picking [must not become onerous and must reflect good hygiene practices], early “lights –out”, removal of privileges (use of mobile devices for recreation for example).</i></p>	<p>Uniform and equipment infringement</p> <ul style="list-style-type: none"> • Incorrect uniform. • Lack of correct equipment/poor organisation. <p>Behaviour</p> <ul style="list-style-type: none"> • Interrupting lesson and other pupils. • Lateness. • Unkind/discourteous/inconsiderate behaviour. • Belongings not kept in locker in a tidy manner. • Dropping litter. • Eating and drinking in lessons. • Chewing gum. • Using mobile device. <p>Academic</p> <ul style="list-style-type: none"> • Incomplete or lack of effort in homework.
2	<ul style="list-style-type: none"> • Head of Year detention for 10 demerits overall. • Head of Department detention. • Removal from lesson. • Report: Academic, Uniform, Pastoral. • <i>Boarding detention.</i> 	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour (sanction already applied, and pupil has not altered their behaviour). • Bad language. • Failure to attend a teacher/tutor detention. • Inappropriate behaviour directed at other pupils. • Inappropriate use of school computers/equipment. • Missing a lesson without authorisation.



Stage	Sanction	Behaviour
3	<ul style="list-style-type: none"> School detention (for Stage 3 incident or for reaching 15 demerits) Removal from lesson Ban on representing school (fixtures, events, trips, academic competitions). Behaviour Agreement Behaviour Reports <i>Removal of privileges (for those who have them).</i> <i>Grounding.</i> <i>Gating.</i> 	<ul style="list-style-type: none"> Persistent Stage 2 behaviour. Missed HoY detention. Truancing. Persistent inappropriate behaviour directed at another pupil whilst in lessons. Refusal to follow a staff member's instructions. Lying to a member of staff. Serious damage to school property. Contravening driving rules and regulations (Sixth Form)
Stage	Sanction	In Class
4	<p>SMT and HoY to discuss appropriate sanction to include:</p> <ul style="list-style-type: none"> Suspension, the length of which will be determined by the severity of the offence and the past behavioural record of the pupil/student. Expulsion. 	<ul style="list-style-type: none"> Persistent Stage 1-3 behaviour. Swearing at a teacher. Disruption of a formal exam. Insolence shown to a member of staff. Smoking/use of smoke related devices (e.g. vaping) Possession of banned items (drugs, alcohol, pornography, weapons etc). Physicality towards another pupil or member of staff. Dangerous behaviour. Theft. Bullying, including via social network platforms. Sending/forwarding threatening or abusive messages to staff/pupils. Sexually inappropriate behaviour, sexual harassment and sexist behaviour. Racist or discriminatory behavioural incidents. Bringing the school into disrepute.

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

All sanctions are to be recorded on CPOMS allowing staff to spot trends in poor behaviour and so a full picture of behaviour can be obtained. In doing so the staff member should provide a brief comment that clearly states why the sanction has been applied and if there are any further action points.

It is the role of Tutors, Heads of Year and SMT to monitor the level of demerits that a pupil/student is receiving. On a weekly basis a report will be produced for tutors so they can see how many demerits their tutees have accumulated, allowing them to take any action if necessary.

5 demerits

- Pupils/students to receive a Tutor detention, recorded on CPOMS, alerting the Head of Year.
- Tutor to discuss behaviour with pupil/student during this detention.
- Tutor to make contact with parents/guardians/boarding staff as appropriate to inform them of the detention.

10 demerits

- Pupils/students to receive a Head of Year detention, recorded on CPOMS by the Head of Year.
- Head of Year to discuss demerits with pupil/student.
- Pupil to be put on report as appropriate.
- Head of Year to make contact with parents/guardians/boarding staff as appropriate to inform them of the detention and subsequent action.

15 demerits

- Pupils/students to receive a School detention, recorded on CPOMS, by member of SMT.
- SMT to discuss behaviour with pupil/student during this detention.
- SMT to discuss Behaviour Agreement with pupil/student.
- SMT to hold meeting with parent and pupil/student with Head of Year and/or Tutor.

20 demerits

- Pupil/student to see Headmaster with parents (if appropriate).
- Headmaster's Behaviour Agreement may be utilised if appropriate.
- Potential Stage 4 sanction.

DETENTIONS

Teachers and Tutors should act in a timely manner when a pupil/student is required to have a detention. Heads of Department are responsible for running Departmental detentions when issues arise within their department.

Head of Year detentions will run at lunchtimes and will be from 12:35 to 1:05. School detentions will be run by a member of SMT and will also run from 12:35 to 1:05. All detentions should be recorded on CPOMS.



SUSPENSION

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

Suspension is at the top end of a Deputy Head sanction scale. However, when suspension is applicable, the Headmaster must be appraised of all events and circumstances. The Deputy Head, Pastoral, or if absent, another nominated member of senior 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 the Deputy Head (or appropriate staff member), in which the pupil must demonstrate that they have reflected on their behaviour and given assurances that there will not be a recurrence. The pupil will also be placed on a Deputy Head Behaviour Agreement.

On some occasions it may be necessary for the School to issue an internal suspension. This is at the discretion of the Deputy Head (Pastoral) and Headmaster.

The pupil may, depending on the situation, be placed on a Deputy Head Behaviour Agreement following a suspension. This is designed to support the pupil and ensure that there is careful thought and action following the event.

EXPULSION

This is the final sanction available to the school and would be used very rarely. Pupils who fail to abide by the terms of their return from suspension will be placed on a Headmaster's Behavioural Contract. Expulsion can result if these terms are not met. 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 the Board 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. There will also be a meeting with the parents to explain the decision and offer what support is necessary in transition.

ROLE OF PARENTS

The School recognises that having parental buy-in with the implementation of this policy is vital to its success. Parents will be expected to reinforce the key principles of behavioural expectations, to help foster a culture of positive behaviour. Parents will be kept informed of sanctions at the various levels. Form tutors will make half termly contact with parents/guardians of their tutees.



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.