



## **BEHAVIOUR POLICY**

A Community of Opportunity and Excellence

This policy is in line with the strategy of the school. Our purpose at Langley is to enable every young person to flourish and positively contribute with confidence. This is achieved by ensuring that the school is a **community of opportunity and excellence**. We celebrate achievement and encourage all pupils to take ownership, contribute, expect high standards and make good things happen for themselves and everyone around them. Policies give the framework and procedural guidance to allow this to happen.

Challenge and opportunity encapsulate the Langley education. Our values of **kindness, confidence (with humility), curiosity and integrity** are the base from which everything flows.

At Langley School staff and pupils will work together to create an environment which is inclusive, nurturing, consistent, fair and enables all pupils to feel safe, thrive and feel a sense of belonging.

This policy, to be read in conjunction with the Anti-Bullying Policy, Safeguarding Policy and the Responses to Alcohol, Smoking and Substance Abuse Policy, aims to establish that we will:

- Promote good behaviour, self-discipline, respect and dignity for self and for others.
- Make clear the standards of behaviour that the school expects from pupils and students;
- Ensure that all staff understand the role we play in modelling and shaping the positive behaviours we wish to see at Langley and the importance of a consistent approach with high expectations.
- Set out the means by which the school will praise and reward pupils and students when they reach and go beyond those standards.
- Give a clear and concise framework in which pupils who fail to meet these standards will:
  - be told that this is the case;
  - be given clear guidelines, expectations and support for improvement and issued with proportionate school sanctions.
- 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, respected and able to succeed. The backbone of the School is the positive and mutually trusting relationship between pupils, staff and parents. Building a culture based on praise and reward, with clear expectations and boundaries creates an atmosphere of self-worth and a feeling among the pupil

body that their efforts are being noticed, actively acknowledged and that their learning and development is the priority.

Both staff and pupils have a responsibility as role models and as such need to behave in a way that is professional, courteous and respectful. All young people look up to those in positions of responsibility and thus staff will build relationships with pupils by putting reward before sanction where possible.

Therefore, members of staff are encouraged to deal with all situations in a fair, consistent and reasoned manner utilising the School's reward and sanction framework. It is important that pupils, staff and parents understand that poor behaviour in any areas of the School cannot be condoned. It is however, recognised that children make mistakes, and they need to learn the lessons about consequences of actions on their own development and, restoratively, consider the impact of their actions on others. Parental support of this is vital for the ongoing success of the learning environment for all pupils and students.

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

## **BEHAVIOURAL EXPECTATIONS**

The School expects everyone to be the best version of themselves and will actively promote positive behaviour throughout every day to day routine. We expect all pupils and students to turn up to School and each lesson equipped; ready to learn mentally and physically, and to behave in class and around school in a way that is conducive to learning and respectful to the needs of others, including treating others with dignity and kindness. To that end, our expectations align with our **values** whether in school, boarding, on school transport, representing the school or whilst interacting with each other outside of school:

### **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 in all settings
- Approach challenges in a positive manner.

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- Be fully prepared for lessons physically and mentally eg. essential equipment; charged devices
- Actively and positively engaging 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, seeking help of staff if necessary.
- 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 and wider school environment.
- Tackling challenging work with a positive mind-set.
- Taking advantage of the opportunities that the school has to offer.

### **Pupil Charter**

As a school, we believe in giving the pupils and students responsibility for identifying and exploring the qualities necessary for their own and their peers' personal and academic growth and for the community they want to be part of. At the beginning of each school year, each tutor group and the boarding community will discuss this Behaviour Policy and create their own charter which aligns with our values and will be displayed in their tutor room/boarding house. Each charter will also feed into a whole school charter which will be displayed around school and revisited throughout the year in Year meetings, whole school assemblies and Boarding House meetings.

### **Uniform**

The Langley School uniform is an essential part of the school identity. As such, it must be worn correctly, this means not only wearing the correct items at the right time but also wearing the items correctly and following the rules on additional aspects such as jewellery and hair. Full details of the uniform for clarity can be found on our website and in the Pupil/Parent Handbook.

### **Mobile Phone Protocol**

For the safeguarding of our pupils, to protect mental health, and to avoid disruption to learning, mobile phones should not be seen or used around school during our teaching day. If

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communication is needed between parent and child, the tutor, Head of Year or Office can be spoken with and a space given for contact. Any infringement of this will mean the mobile and/associated devices will be confiscated and placed in the school safe located in the staffroom and a demerit issued. The pupil may collect at the end of the day. Repeated infringements will result in Tutor or Head of Year intervention and communication with home. Boarders from Year 6 up to Year 11 are required to hand in phones to boarding staff before the start of the school day. Sixth Formers are permitted to keep their phones on their person provided that they follow the school rules on acceptable use.

### **Mobile Phones on School Transport**

They are permitted during transportation to and from school and on trips at the discretion of the teacher but if doing so, must be used appropriately.

### **Recordings or Images**

Pupil should not take images or recordings of other pupils or staff using any method nor send via any online platform during school hours or without consent during any out of hours, including boarding activity. Any instance of this occurring will be dealt with in accordance with the circumstances.

### **Mobile Phone use outside of School Hours**

Concerns regarding mobile phone use outside of school hours should be dealt with by parents and, where necessary and appropriate, the Police. However, in conjunction with our Anti-Bullying Policy, there may be circumstances where school will intervene. This is at the discretion of the School.

### **Intimate relationships between pupils**

The School encourages positive and friendly relationships between all pupils but it has a responsibility to draw the line at sexual relationships between the pupils in its care. Any breach of these rules will result in immediate suspension pending investigation and may lead to expulsion. In line with our Safeguarding procedures and duty of care, it may be necessary to inform the Children's Advice and Duty Service (CADS) and the Police. Where necessary, pupils will be advised against public displays of affection. Continuation of such will result in appropriate sanction depending on the circumstances. In boarding, pupils have a responsibility to speak with boarding staff to advise them of the relationship so that appropriate risk assessment can be conducted. This includes pupils of the same sex who share facilities. Under no circumstances should a girl enter an area or use an access that is reserved exclusively for boys or vice versa. Day pupils may not enter the accommodation of any boarder without seeking prior permission from a member of staff.

### **REWARD**

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;

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- kindness;
- community spirit.

Pupils will be advised when receiving recognition and the award recorded on the pupil's profile within iSAMS. It is the role of the Tutor, Head of Year, Deputy Head and Head of Boarding to monitor the number of merits awarded to ensure that positive behaviour is recognised and acknowledged regularly through Tutor, Year group and Boarding House meetings/assemblies. The value is undermined if they are given out too frequently – each teacher/house parent should aim to award merits each lesson and around the school environment.

The awarded merits will also appear on each child's profile within My School Parent Portal to enable pupils and parents to chart and celebrate their successes at home as well as in school.

Staff across the school may also send praise postcards home to acknowledge outstanding progress, improvement or effort; exceptional work; kindness or community spirit.

Merit certificates are awarded at 25 merit intervals. These will be awarded in Year group and whole school assemblies as detailed below:

- 25 merits – Tutor certificate- Bronze
- 50 merits – Head of Year certificate- Silver
- 75 merits – Deputy Head certificate- Gold
- 100 merits – Senior Deputy Head certificate - Platinum
- 125 merits – Headmaster certificate- Diamond
- 150 merits – Headmaster certificate – Outstanding achievement star
- 200 merits – Governor certificate – Outstanding achievement star
- 250 merits – Governor certificate – Exceptional achievement star

Pupils with the highest amount of merits each week are rewarded by the Senior Deputy Head or Headmaster through the invitation to meet for refreshments, where their achievements are celebrated.

### **Houses**

Every pupil is allocated to a House: Mancroft, St Giles, Beauchamp or Crome, in order to encourage inter-year relationships across the school.

Pupils meet regularly, discuss, nominate and participate in whole-school House charitable events and competitions, including House Music, Cross-Country, Diversity Games and Sports Day. House points are awarded by rank order and totals go towards winning the House Shield. All pupils are expected to contribute and support each other.

Sixth Form students may also be given positions of responsibility, including the role of School Prefect. They play a significant role in helping with duties, leading assemblies and pupil voice, 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 actively promoting and modelling positive behaviours. Students may also be awarded positions of responsibility such as Academic or Pastoral Mentor or 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

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committees (as will pupils from the lower school). Year 11 pupils may also be given the responsibility of House Prefect.

In addition to the awarding of merits for progress, effort and improvement and exceptional work, throughout the year, 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. Staff will notify the Headmaster of any pupil who they feel may fulfil this criteria. The Langley Distinctions will be decided upon and awarded by the Headmaster.

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;

### **Boarding**

At Langley we wish to reward boarding pupils for displaying positive behaviours around the boarding house. Boarding House meetings with pupils will involve discussion and nomination of privileges earned through the awarding of merits using the same categories of outstanding progress, improvement or effort; exceptional work; kindness or community spirit.

Privileges may include:

- participation on trips;
- celebratory meals;
- bespoke activities nominated by boarders and boarding staff

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## **Pupil Voice**

School Council is a key vehicle for pupil voice and consists of Form Council meetings, led by elected Form Reps; Year Council meetings, involving all Year Reps, and the main School Council itself which draws from the Year Reps and is led by our Prefects. These meetings allow pupils the opportunity to discuss matters raised by pupils themselves relating to their experience of school, which may include behaviour, uniform, school facilities, catering, activities and further acknowledgements for the accrual of merits, which previously have taken the form of:

- tuck shop vouchers;
- lunch queue priority passes;
- places on a Rewards trip;
- Sixth Form café vouchers.

Pupil surveys are conducted regularly across the whole school reflecting on school issues and personal and academic development. These surveys include questions regarding academic and personal successes, challenges faced, behaviour, service to the school and charitable works in the wider community and leadership. Results are reviewed by the Deputy Head, Pastoral and pastoral team, allowing for interventions which range from one-to-one discussions, targeted groups for forums and matters being put forward to School Council or the wider staff body.

Pupil leadership and Service opportunities are available across the School and range from Prefects; Academic and Pastoral Mentors; leadership positions within Houses and in our CCF; School Council, Year and Form Reps; Scholars and ambassadors within Departments and key areas of the School, pupil led assemblies, Chapels and charitable initiatives.

## **INTERVENTIONS, SUPPORT AND SANCTIONS**

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

Restorative principles are at the core of the School's Behaviour Policy and it is important for pupils to understand the consequences of their actions on their own academic and personal progress and that of their peers.

Should a pupil's attitude, behaviour, work or treatment of others fall below the expected standard, staff will intervene. Verbal reminders and a chance to reset may be given for low-level behaviours in the first instance. Should patterns of behaviour be identified and further interventions be required, these will depend on the nature of and/or frequency of the behaviours demonstrated. Members of staff will use their professional judgement to liaise with relevant areas of school should support be necessary, for example the SEN department or Pastoral Support Workers.

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A demerit will be assigned for each level of sanction when applied and recorded on iSams. This enables pupils, staff, parents to monitor behaviour and intervene as appropriate. A pupil may accrue demerits through persistent unsatisfactory behaviours and thus move through the sanction levels outlined on the grid. A pupil may also demonstrate a behaviour which immediately aligns with a certain level and therefore incurs a particular sanction and intervention. If this behaviour falls within a Level 3 or higher, staff may need to investigate and record the incident. Incident reports will be recorded on Cpoms (Child Protection Online Management System) when involving other pupils.

It may be necessary for staff to remove a pupil or student from a lesson or a breaktime to carry out an investigation of an incident or concern.

It may be necessary to suspend a pupil pending investigation.

Pupils will be given opportunities to reflect on their behaviour, the impact on others and how they could have dealt with the situation differently or restore any relationship that may have been negatively affected either with pupil or staff.

The form of sanction may consider:

- Additional needs of a pupil including SEN (Special Educational Needs).
- The circumstances of the discipline matter in question.
- Whether the pupil is a boarder and the behavioural concerns are boarding related.
- The age of the pupil.
- The pupil's behavioural and academic record.
- Any other relevant circumstances.

### **Boarding**

Boarders may also accrue demerits and sanctions aligned with and detailed in the whole school Policy levels grid. These are recorded as separate Boarding demerits and dealt with in boarding by House Parents and the Head of Boarding until reaching Level 4, where it will be necessary to involve members of the Senior Leadership Team.

Demerits and sanction levels will be published on a pupil's profile in My School Parent Portal to encourage parental engagement with their child's behaviour.

Parental support of the School's attempts to ensure the positive culture of the Langley environment is vital, appreciated and a part of the Parental School Contract.

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While there is always some room for interpretation and treating each situation as an individual case, the following table of intervention, possible support and sanctions will be used across the School as appropriate. 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 or methods of support. Any other poor behaviour not listed will be categorised as appropriate to the situation. Additional needs of pupils will be considered in applying support and sanctions where they directly affect behaviour but not in contradiction to the School's expectations and values.

Level	Intervention, possible sanction and support	Behaviour examples (any other behaviour on a comparative 'best fit' basis)
	<p><b>Verbal Reminder</b> Staff will speak with pupil regarding any behaviours that are less than the expected standard. A reminder to get back on track will be given.</p> <p>The member of staff may need to communicate with tutor depending on response of pupil. Tutor may decide to escalate to Level 1 sanction and intervention if multiple reminders communicated.</p>	<p><b>Low level behaviour</b></p> <ul style="list-style-type: none"> <li>• Being unprepared for learning eg. lack of focus, lack of effort, lack of equipment</li> <li>• Lateness.</li> <li>• Discourteous/inconsiderate behaviour to any member of the Langley community.</li> <li>• Low level boisterous or rowdy behaviour around school between lesson or breaktimes/boarding.</li> <li>• Not following instructions of Prefects.</li> <li>• Dropping litter or chewing gum.</li> <li>• Eating/drinking inappropriately in lessons.</li> <li>• Uniform worn incorrectly eg. no blazer, lack of tie, shirt not tucked in, skirt rolled up.</li> </ul>
1	<p><b>L1 demerit &amp; restorative conversation with Teacher, Tutor or Boarding Parent</b> This will be recorded on iSAMS so that the Form Tutor or class teacher is able to monitor</p> <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>Failure to amend the above behaviours and/ or</p> <ul style="list-style-type: none"> <li>• Interrupting lessons, no homework, late.</li> <li>• Direct low level unkindness or impolite to fellow pupils or staff.</li> <li>• Mobile phone or associated device, eg headphones, airpods, out or being used (these will be confiscated and placed in the school safe for collection at the end of the day).</li> <li>• Reports from school transport that behaviour on buses is not appropriate.</li> </ul>

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2	<p><b>L2 demerit &amp; 15 minutes detention and reflection with Teacher, Tutor/Boarding parent for continued issue or 3-5 demerits accrued.</b></p> <p>For demerits relating to specific lesson, class teacher will hold detention &amp; communicate with home. If demerits relate to a combination of lessons or pastoral issues across the school, the tutor will hold the detention &amp; communicate home.</p>	<ul style="list-style-type: none"> <li>• 3-5 demerits for the above behaviours being accrued either in specific lesson or around school or in boarding.</li> <li>• Level 1 intervention in class has not worked and pupil continues with disruption to lesson/ around school/boarding- repeat of level 1 behaviours</li> </ul>
3	<p><b>L3 demerit &amp; 30 minutes detention, reflection and restorative conversation with Head of Department, Head of Year/Head of Boarding</b></p> <ul style="list-style-type: none"> <li>• Teacher or Tutor to liaise with Head of Department and/or Head of Year</li> <li>• Removal from lesson and placed elsewhere in department</li> <li>• Report: Academic, Uniform, Pastoral, <i>Boarding</i></li> <li>• <b>Phone call or email home</b></li> <li>• <b>Record incident on Cpoms if involving another pupil</b></li> <li>• <i>Boarding detention or increased L1 sanction eg. Device privileges removed for increased time</i></li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 &amp; 2 sanctions already applied, and pupil has not altered behaviour).</li> <li>• 5-10 demerits accrued</li> <li>• Serious disruption to lesson</li> <li>• Bad language but not directed specifically at a person</li> <li>• Rude/discourteous/unhelpful to staff or visitors, on school transport/ in boarding</li> <li>• Failure to attend a teacher/tutor detention</li> <li>• Inappropriate/disrespectful behaviour directed at other pupils, in school or on school transport</li> <li>• Inappropriate use of school computers/equipment.</li> <li>• Missing a lesson or activity without authorisation.</li> </ul>
4	<p><b>L4 demerit &amp; 45 minute after school detention with member of Senior Management Team, including Head of Boarding following Head of Year discussion</b></p> <ul style="list-style-type: none"> <li>• Head of Year discussion with parents and pupil</li> <li>• Removal from lesson/transport</li> <li>• Ban on representing school (fixtures, events, trips, academic competitions).</li> <li>• Behaviour Agreement &amp; Monitoring Report</li> <li>• <b>Record incident and actions on cpoms if involving another pupil</b></li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 3 behaviour. 15 demerits accrued.</li> <li>• Directly rude to staff</li> <li>• Missed HoY detention.</li> <li>• Truancing from the school site</li> <li>• Persistent inappropriate behaviour or higher level one-off directed at other pupils or staff whilst in lessons/around school/transport/boarding</li> <li>• Refusal to follow a staff member's instructions or request without assistance or further intervention</li> <li>• Lying to a member of staff.</li> <li>• Low level damage to school property (see also level 3)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Daily reflection with parents and SMT (<i>also for boarders where appropriate</i>)</li> <li>• <i>Removal of privileges (for those who have them). Grounding or gating</i></li> </ul>	<p>Contravening driving rules and regulations (Sixth Form)</p>
<p>4.5</p>	<p><b>L 4.5 demerit and withdrawal from morning/afternoon lessons and discussion with member of Senior Management Team, including Head of Boarding following Head of Year discussion</b></p> <p>This stage is where an afterschool detention is either not possible or behaviour is of a higher level and a suspension has not yet been deemed necessary by the Senior Management Team.</p> <p>The pupil will work out of circulation and complete restorative work and conversations</p>	<ul style="list-style-type: none"> <li>• Persistent Level 3 behaviour. 15 demerits accrued.</li> <li>• Directly rude to staff</li> <li>• Missed HoY detention.</li> <li>• Truancing from the school site</li> <li>• Persistent inappropriate behaviour or higher level one-off directed at another pupil whilst in lessons/around school/transport/boardings</li> <li>• Refusal to follow a staff member's instructions or request without assistance or further intervention</li> <li>• Lying to a member of staff.</li> <li>• Low level damage to school property (see also level 3)</li> <li>• Contravening driving rules and regulations (Sixth Form)</li> </ul>

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5	<p><b>L5 demerit &amp; intervention</b> SMT and HoY/Head of Boarding 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>• Discussion with pupil(s)</li> <li>• Discussion with parents</li> <li>• Discussion with external agencies where appropriate, eg. Police, CADS, HSBT</li> <li>• Re-integration meeting with parents, pupil and member of the Senior Management Team/Head of Boarding and or Head of Year to discuss reset of expectations, <i>to include boarding rules where necessary</i></li> <li>• <i>Gating and restriction of access to boarding activities and privileges</i></li> <li>• Record overview of incident and actions taken on Cpoms</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated level 1-4 behaviour or 20 demerits accrued.</li> <li>• Insolence or swearing directly to member of Staff</li> <li>• Disruption of a formal exam.</li> <li>• Use of or possession of banned items (cigarettes or smoke relate devices, eg. Vapes, drugs, alcohol, pornography, weapons etc).</li> <li>• Being under the influence of or intent to supply any prohibited substance or item</li> <li>• Physicality towards another pupil or member of staff.</li> <li>• Dangerous behaviour (including leaving site and truancy dependent on circumstances)</li> <li>• Theft.</li> <li>• Serious damage to school property</li> <li>• Taking photographs or making a recording (video or sound) of a pupil or member of staff without consent.</li> <li>• Sharing of photographs or recording of pupils or staff without consent.</li> <li>• Bullying and other forms of child on child abuse, including including via social network platforms. (see Anti-Bullying Policy and Safeguarding Policy)</li> <li>• Sending/forwarding threatening or abusive messages to staff/pupils.</li> <li>• Sexually inappropriate behaviour, misogynistic language, sexual harassment and sexist behaviour.</li> <li>• Racist or homophobic discriminatory behavioural incidents</li> <li>• Bringing the school into disrepute</li> <li>• Breaking the Boarding House rules regarding accessing out of bound areas</li> <li>• Conducting an undeclared relationship with another pupil/student with whom a room is shared</li> </ul>
6	<p><b>L6 demerit &amp; intervention</b> Meeting with Headmaster should behaviour not improve following suspension, Headmaster’s Behavioural Contract</p> <ul style="list-style-type: none"> <li>• Possible Expulsion.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has not amended behaviours following level 5 intervention(s)</li> </ul>

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		<ul style="list-style-type: none"><li>• Expulsion may be appropriate or necessary for behaviour that immediately aligns with this level, eg. serious assault, drug abuse, sexual misconduct, including engaging in sexual activity whilst in the care of School at any time</li></ul>
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Being a bystander in any of these incidents and doing nothing is not acceptable in a school community. We encourage pupils to seek the help and guidance of a member of staff or prefect if they know of/ or have observed any behaviours that can harm another pupil, bring the school into disrepute or cause damage Langley property or premises.

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## **MONITORING OF INTERVENTION AND SANCTIONS**

All sanctions are to be recorded on iSAMS 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, if there are any further action points and can be shared with parents if necessary. Level 3 and above incidents involving other pupils should also be recorded on cpoms where other pupils are involved and staff have concerns about developing behaviours. It is the role of Tutors, Heads of Year, Head of Boarding and SMT to monitor the level of demerits that a pupil/student is receiving. On a weekly basis a report will be produced to enable Heads of Year and Tutors to see how many demerits their tutees have accumulated, allowing them to take any action where necessary.

### **Level 1 or 1-5 demerits**

- Teacher and/or Tutor/boarding staff intervention recorded on iSams
- Pupils/students to receive a demerit and 5 restorative conversation with member of staff issuing the sanction to guide pupil to amending behaviour

### **Level 2 or 3-5 demerits**

- Increased intervention from Teacher, Tutor or House Parent.
- If problems persist in a specific subject area, the subject teacher will monitor and intervene when total reaches 3-5 (at staff discretion and nature of issue) and record a Level 2 intervention (15 minute detention) on iSams.
- If demerits relate to different departments or behaviour around school, in activities, on school transport or in boarding, the teacher/the tutor/boarding staff will intervene as above.

### **Level 3 or 5-10 demerits**

- Class teacher or Tutor to liaise with Head of Department and/or Head of Year/Head of Boarding as appropriate
- Head of Department/Head of Year to hold detention, record a Level 3 intervention on iSams, discuss demerits with pupil/student.
- Where boarding related, Head of Boarding to intervene as necessary.
- Pupil to complete reflection activity and/or be put on report as appropriate.
- Level 3 incidents and associated actions to be recorded on cpoms if involving other pupils.
- Head of Department or Head of Year to make contact with parents/guardians/boarding staff as appropriate to inform them of the detention and subsequent action.

### **Level 4, 4.5 or 15 demerits**

- Senior Management/Head of Boarding intervention.
- Head of Year or Head of Department to liaise with Academic or Pastoral Deputy/ or Head of Boarding.
- Pupils/students to receive an after- School detention OR withdrawal from morning or afternoon classes (4.5) recorded as a Level 4 or 4.5 intervention on iSams, by member of SMT.
- SMT/Head of Boarding to discuss behaviour with pupil/student during this detention.
- SMT/Head of Boarding to discuss Behaviour Agreement with pupil/student.
- SMT/Head of Boarding to hold meeting with parent and pupil/student with Head of Year and/or Tutor.

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- Level 4 incidents and associated actions to be recorded on cpoms when involving other pupils.

#### **Level 5 or 20 demerits showing continual escalation**

- Potential suspension.

#### **More than 20 demerits**

- Potential Level 6 Headmaster intervention depending on nature of continued interventions.

### **DETENTIONS**

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

Head of Year detentions will run at lunchtimes. School detentions will be run by a member of SMT after school and will be prearranged with parents. Detentions are part of the sanctions and interventions issued at each level on iSams.

The Head of Boarding will be notified electronically of any demerit accruals and associated detentions.

### **SUSPENSION**

Suspension will be applied when the pupil's behaviour has not improved despite continued intervention or 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. School may suspend a pupil pending investigation.

Suspension is at the top end of a Deputy Head sanction scale. However, when suspension is applicable, the Headmaster will be appraised of all events and circumstances by The Deputy Head, Pastoral, Senior Deputy or another nominated member of senior staff, including the designated Safeguarding Lead or Head of Boarding before a decision is made. Parents will then be contacted by a member of the Senior Management Team or Head of Year to notify them of the intention to suspend and make the necessary arrangements.

The pupil/student will be seen 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 from the Deputy Head. The pupil may not be re-admitted to school until a return to school meeting has taken place with parents and the Deputy Head/Head of Boarding or other appropriate member of senior staff in which the pupil must demonstrate that they have reflected on their behaviour and given assurances that there will not be a recurrence.

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), Senior Deputy and Headmaster.

The pupil will be placed on a Deputy Head/Senior Deputy Head, Headmaster's Behaviour Agreement following a suspension. This is designed to support the pupil and ensure that there

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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 Agreement. 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, including sexual activity whilst in the care of the School or drug abuse. This will be at the discretion of the Headmaster. 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 role of parents is crucial to helping Langley School maintain good behaviour. Langley recognises that having parental buy-in with the implementation of this policy is vital to its success and is a key component of the Langley School Parent Contract. Parents should know our Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will be expected to reinforce the policy at home, celebrating pupils' successes and supporting the key principles and behaviours being outlined. Parents will be kept informed where necessary of sanctions at the various levels through a variety of methods, including My School Portal, Tutor and Head of Year communications.

If parents have a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

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## APPENDIX 1

# GUIDANCE ON CONFISCATION OF PUPILS' BELONGINGS

### Confiscation

The DfE Guidance for Schools on “Screening, Searching and Confiscation, 2022” will be adhered to. This guidance provides that confiscation is an appropriate precautionary and 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 if required.

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 and weapons;
- alcohol;
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil)

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- an article specified in regulations:
  - tobacco and cigarette papers
  - vapes or associated products
  - fireworks;
  - pornographic images.
  - substances that could be abused, such as solvents or so-called “legal highs”;
  - 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. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. 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.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children’s social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

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 (incorporated in Responses to alcohol, smoking and substance abuse);
- 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.

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## 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;
- Reasonable force is not needed if a child is trying to leave a classroom. It may be appropriate to allow this to happen and not block the path. In such an event the SOS Teams button should be used to notify SMT that a pupil has left the room without permission. SMT will follow up.
- In the event that a pupil refuses to leave a room, it may be necessary to remove other pupils.

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.

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## APPENDIX 3

### Langley Positive Behaviour Rewards

You will be awarded merits for:

Progress, improvement or Effort

Exceptional work

Kindness

Community Spirit

Certificates are awarded at multiples of 25 merits

Merit totals count towards House Points. The House Shield is awarded to the House with the most House Points.

Raise with School Council the types of privileges you would like Langley pupils to receive for high merit totals!

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## APPENDIX 4

### Langley Behaviour Sanctions Flow Chart

The behaviours outlined below are examples and not an exhaustive list.

<p><b>Verbal Reminder</b> A reminder from staff to ‘reset’ and get back on track. This may need also be a conversation to ascertain if support is needed.</p>	<p><b>Less than expected behaviours e.g.</b> * <i>Being unprepared for learning e.g.late, poor attitude, lack of effort</i> * <i>Incorrectly worn uniform</i> * <i>Discourteous, inconsiderate or boisterous behaviour around school or on school transport</i></p>
<p><b>Level 1</b> Demerit &amp; restorative conversation with teacher or tutor concerned.</p>	<p><b>* Repeat of above and/or</b> * <i>Disruption to learning, late, no homework</i> * <i>Direct low-level unkindness/ rudeness to pupil or staff</i> <i>Visible mobile phone or associated devices (confiscation and placed in safe)</i></p>
<p><b>Level 2</b> Increased teacher or tutor intervention- 15 mins detention for continual low level in one instance or accrual of demerits Reflective conversation &amp; communication home</p>	<p><b>* Repeat of above on one occasion and/or multiple demerits (3-5) being awarded in class (Teacher detention), across departments or around school environment (Tutor)</b></p>
<p><b>Level 3</b> Demerit, loss of free-time, 30 mins, reflection Head of Department or Head of Year Possible removal from lesson Communication home, monitoring report</p>	<p><b>* Repeat of above (10dm) and/or</b> * <i>Continued disruption to learning, lack of work</i> * <i>Missing a lesson, detention, or activity without authorisation</i> * <i>Bad language</i> * <i>Higher level of poor behaviour towards pupils, staff, equipment, around school, school transport</i></p>
<p><b>Level 4 &amp; 4.5</b> Demerit, after school detention for 45 mins or withdrawal for morning/afternoon school, reflection with Deputy/Assistant Head Possible permanent removal from lesson, ban on representing school at fixtures of events, SMT monitoring report</p>	<p><b>* Repeat of above (15dm) and/or</b> * <i>missed Level 3 detention</i> * <i>truanting from school</i> * <i>not following staff instructions without further intervention</i> * <i>lying to a member of staff</i> * <i>higher level of unkindness to others</i></p>
<p><b>Level 5</b> SMT &amp; HoY to discuss. Possible external agency intervention eg. police * <b>Suspension</b> * Behavioural Agreement * Increased monitoring report</p>	<p><b>Persistent Level 4 (20dm) and or</b> * <i>Swearing at a teacher</i> <i>Refusing to follow staff instructions</i> * <i>Smoking or Vaping (or similar), possession or under influence of banned items</i> * <i>Dangerous behaviour, inc leaving school site</i> * <i>Sexually inappropriate, bullying (inc.online), racist or discriminatory behaviour or language</i> * <i>Bringing the School into disrepute</i></p>
<p><b>Level 6</b></p>	<p><i>Persistent level 5</i></p>

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<p><b>Meeting with the Headmaster, Behavioural Contract Possible Expulsion</b></p>	<p><i>or any behaviour which immediately aligns with this level eg: serious assault, sexual misconduct or drug abuse</i></p>
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