



LongfieldAcademy

Behaviour Policy

September 2023

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Behaviour for Learning Policy

September 2023

This policy should be considered in conjunction with the following associated policies and procedures:

- Attendance Policy (Leigh Academies Trust)
- Safeguarding Policy (Leigh Academies Trust)
- Exclusion Policy (Leigh Academies Trust)
- [Internal Exclusion Room \(IER\)](#)
- Code of Conduct
- Student Achievement, Data and Reporting Policy
- Anti Bullying Policy
- Dealing with Abusive or Threatening Visitors Policy

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1.0 INTRODUCTION TO LONGFIELD ACADEMY'S BEHAVIOUR POLICY

Longfield Academy is committed to creating a fully inclusive learning community in which excellence is standard and all of its members feel safe, secure, challenged and supported. We have the highest expectations of all our learners, we value them as individuals and we celebrate their success. Our academy motto is “**Achieving Beyond Expectations**” and this underpins everything that the academy does.

It is vital that there are the highest expectations of all our students to ensure that resources can be focused on achievement and wellbeing. All members of the academy are expected to agree to these expectations and ensure that they meet them.

The Behaviour for Learning Policy determines the clear boundaries of acceptable and unacceptable behaviour, the rewards and sanctions, and how they will be consistently and fairly applied to promote our aim for students: ‘**Achieving Beyond Expectations**’.

1.1 LEGISLATION

This policy has been developed in keeping with the following legislation:

- Education Act 2011;
 - Keeping Children Safe in Education 2023;
 - Suspension and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2022
 - School Standards and Framework Act 1998;
 - Promoting the education of looked-after and previously looked-after children 2018;
 - Alternative Provision 2016;
 - Behaviour in schools: guidance for headteachers and staff 2022;
 - This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN);
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- Longfield Academy is committed to providing an environment where everyone can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place so that no child's progress is negatively impacted by the behaviour of others. The academy is further committed to providing bespoke support and intervention to those whose behaviour needs improving.
 - The academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community now and in the future. It is therefore important that the individual has high self-esteem and confidence reflected through a good education, smart academy uniform and working in a quality learning environment.
 - It is the expectation of the academy that the behaviour of our students will be of a very high standard at all times, both inside and outside the academy. We aim to reward positive aspects of student work and behaviour in a climate of mutual respect rather than confrontation between students and staff. Our SEND Policy highlights support mechanisms available for students at Longfield Academy.

1.2 AIM

- Longfield Academy aims to have excellent behaviour for learning in all lessons. This aim is achieved through our **disruption-free learning** expectations through which all students are given the best opportunity to maximise their true learning potential. Embracing a disruption-free learning environment frees up teachers so that they can teach and allows all students to learn. Disruption can be defined as anything that can interrupt or derail a lesson within the academy community. Our students are also expected to demonstrate outstanding conduct on the academy site, and when travelling to and from the academy and on all academy-based activities.
- Overall, the policy will:
 - ☐ promote self-discipline and proper regard for authority among students;
 - ☐ encourage good behaviour and respect for others and prevent all forms of bullying among students;
 - ☐ ensure students' standard of behaviour is acceptable; and
 - ☐ regulate students' conduct.

1.3 EQUALITY & REASONABLE ADJUSTMENTS

Under the Equality Act of 2010, all colleges must make reasonable adjustments for young people with SEND. This is to prevent them being put at a substantial disadvantage. Longfield Academy will make the following reasonable adjustments:

- Individualised sanctions
- Shorter time spent in IER
- Alternative venues for detentions and internal exclusions
- Alternative interventions used to supersede the removal room and IER
- Reflection time with a SSM/LSA/SEND leaders

2.0 CORE PRINCIPLES AND VALUES

Our values prepare the **international citizens** of tomorrow. We aim to develop **reflective, inquiring** young minds who understand the value of success and are not afraid to fail or take calculated **risks** in order to learn. They will be leaders and team players as well as confident, happy individuals who set themselves challenging life goals.

Our core values are:

- Respect
 - Aspiration
 - Care
-
- ☐ *Respect for, and tolerance of others*; their feelings, opinions, cultures, limitations and the right to their individuality;

- ☐ *Respect for themselves*; pride in their own achievement and that of others within the academy, high standards of dress and behaviour and the desire to produce their best work at all times;
- ☐ *Respect for the environment*; their own, the academy and other people's property and the community in which we live; and
- ☐ *Respect for the future*; the belief that we can all, as citizens, make a difference by our contribution to the local, national and global community.

3.0 BEHAVIOUR POINTS SYSTEM

The 'Longfield Behaviour Points' system is a key part of the academy's Behaviour Policy.

Students are rewarded for making the right decisions, but there are also consequences for getting things wrong, which is a true reflection of how society and the world of work operate. Students earn 'positive points' for demonstrating outstanding learning, achievement and character. Students are given 'negative points' for displaying behaviour that detracts from learning or runs against the academy's culture.

The negative and positive behaviour points run parallel as two separate totals. There is no offsetting, i.e. positive points cannot reduce the total number of negative points. All behaviour events (positive and negative) hold an equal value of one behaviour point.

The Longfield points system is a simple and transparent way for students, parents/carers and teachers to evaluate how well students are conducting themselves.

3.1 PROMOTING POSITIVE BEHAVIOUR

The academy recognises that praise and reward are often the most powerful motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. We adopt a proactive approach to praising and rewarding students, which includes both formal and informal opportunities.

We will recognise and reward students for displaying the following behaviours across our academy and within our community:

- ☐ Excellent contribution to the academy/local community
- ☐ Excellent ambassador to the academy
- ☐ For making excellent progress
- ☐ Improved attitude to learning
- ☐ Improved behaviour
- ☐ Outstanding achievement and producing excellent work
- ☐ Student leadership
- ☐ Working with pride
- ☐ Consistency of high standards as judged by staff
- ☐ Homework of a very high standard
- ☐ Exceptional performance in class
- ☐ Consistent effort over time
- ☐ Services to the academy outside of school hours
- ☐ 100% attendance for each week, half term and year
- ☐ Excellent punctuality
- ☒ Acts of courtesy, courage, cooperation, contribution, and community.

*Please see section 11.0 and 11.1 for information about our academy rewards system.

3.2 CHALLENGING NEGATIVE BEHAVIOUR

As stated in the introduction to this policy, **‘Longfield Academy is committed to providing an environment where everyone can feel safe, happy, accepted and integrated’**. To achieve this, the academy will thoroughly investigate and robustly challenge any negative behaviour both inside and outside the academy. Once investigated, the academy will apply the balance of probability (more likely than not) to establish culpability and will then set an appropriate sanction.

Students will be given negative behaviour points when they fail to meet academy expectations. If a student accrues negative points, they will move through the behaviour boundary system (**See Appendix 1.0**). This will trigger increasing levels of intervention and bespoke support to try and break the cycle of negative behaviour.

Please see below for a list of behaviour incidents for which students can be sanctioned for and for which they can receive negative behaviour points. The academy will record all forms of negative behaviour and students for displaying the following behaviours across our academy and within our community:

*Please see Section 12.0 for information about academy sanctions

- ☐ Altercation (physical)
- ☐ Altercation (verbal)
- ☐ Boisterous behaviour
- ☐ Bringing the academy into disrepute
- ☐ Bringing banned items onsite
- ☐ Bullying
- ☐ Classwork (insufficient/poor quality)
- ☐ Damage to academy property
- ☐ Damage to academy equipment
- ☐ Disruption to learning
- ☐ Disruption to the smooth running of the academy
- ☐ Defiance
- ☐ Discriminatory behaviour
- ☐ Discriminatory language/terminology/comments towards staff/students
- ☐ Drug and alcohol related
- ☐ Foul and offensive language (swearing)
- ☐ Fighting
- ☐ Health and safety breach
- ☐ Homework (incomplete)
- ☐ Inappropriate comment
- ☐ Incorrect uniform
- ☐ Lack of equipment
- ☐ Missed detention
- ☐ Misuse of IT
- ☐ Mobile phone (using on site)
- ☐ Malicious communication
- ☐ Online misconduct
- ☐ Physical assault (staff)
- ☐ Physical assault (student)
- ☐ Physical incident
- ☐ Punctuality (late to lesson)
- ☐ Punctuality (late to the academy)
- ☐ Rudeness (towards staff)

- ☐ Rudeness (student)
- ☐ Sexual misconduct
- ☐ Smoking/vaping
- ☐ Theft
- ☐ Truancy (internal)
- ☐ Truancy (external)
- ☐ Verbal abuse (staff)
- ☐ Verbal abuse (student)

A range of different sanctions can be applied depending on the severity of the behaviour incident(s). In addition to the issuing of negative behaviour points, students who demonstrate challenging and problematic behaviour will be encouraged to engage in our bespoke behaviour intervention programmes as a supportive provision.

We aim to create an environment at Longfield Academy where there is '**Disruption-free Learning**'. All staff and students should remember that disruptive behaviour will not be tolerated at the academy.

Sanctions for negative behaviour can range from informal discussions with students in response to minor infractions, through to more formal sanctions for more serious incidents.

Equipment infringements

When a student fails to bring in their correct equipment (such as, chromebook, PE Kit, ruler, pen, ingredients for cooking etc.) for a lesson in any subject they are given a negative behaviour point. If they do this on three separate occasions, this will trigger an after-school detention. The student would get an after-school detention on every third occasion: the third, sixth, ninth (etc) occasion that they failed to bring in their correct equipment to any lesson across all subject areas.

Homework infringements

If a student fails to complete or submit their homework on a set deadline, they will be given a negative behaviour point. If they do this on 3 separate occasions this will trigger an after-school detention. The student would get an after-school detention on every third occasion: the third, sixth, ninth (etc) occasion that they failed to complete or submit their homework by the deadline.

3.3 CLASSROOM BEHAVIOUR MANAGEMENT SYSTEM

Disruption-free Learning

The academy does not tolerate any disruption to learning. Students must remember that the academy has very high standards for teaching and learning and that it will not accept any disruption to learning in classrooms and teaching areas. Longfield Academy's classroom behaviour management strategy should be displayed in every classroom and teaching area within the academy.

Classroom Behaviour Management



Consistent approach

Classroom teachers consistently apply the **Classroom Behaviour Management System** in lessons. This tiered approach to classroom behaviour management provides students with the opportunity to self-correct their behaviour. Appropriate classroom management ensures that the majority of well-behaved students continue to be taught effectively. Teachers must not send students out of lessons to stand unsupervised in the corridor. On rare occasions, a student may need to be asked to step outside the classroom to recompose themselves. No student is allowed outside a classroom for more than five minutes. If they cannot return, on-call should be emailed.

Implementation of the Classroom Behaviour Management System

In lessons, academy staff are expected to deal with low level incidents in the first instance. This includes the following infringements in the first instance:

- Attendance and punctuality
- Uniform infringements
- Lack of equipment
- Poor quality/incomplete classwork/homework
- Monitoring of effort and achievement in lessons
- Low level disruptive behaviour
- Rude or defiant behaviour
- Chewing/eating in class
- Relationship issues
- Litter/care for the environment
- Any banned items

All teaching staff should try to take responsibility and deal with inappropriate negative behaviour at this initial phase. There are a range of different strategies that can be used by teachers to try and manage disruptive and defiant behaviour. The classroom behaviour management system is there for all teaching staff to use when needed, we want all teachers to feel fully supported but initially teaching staff must try to resolve any (low level) disruptive or defiant behaviour themselves and should try to avoid accelerating through the system too quickly.



Longfield Academy - Behaviour curriculum

Teacher strategy- before using oncall

1. Asking the question 'Why are you not on task?' 'why are you not being respectful?
2. Engagement minute - "I am going to give you a minute, then I expect you to be engaged".
3. Move students to a different seat
4. Catch them doing something right- chase the positive behaviour
5. The look!
6. Body language
7. Tone of voice
8. Reading aloud
9. Positive behaviour points
10. Roaming around the room
11. Modelling and reinforcing our culture at all times
12. Established expectations- reminders of non-negotiables
13. Postcards/Phone calls home
14. Student demonstration
15. Playing the guilt card- show your disappointment
16. Wait time

Stage 1 – Disruptive or defiant low level behaviour in a lesson

If a student demonstrates behaviour which disrupts teaching and learning in a lesson, it is the expectation that the classroom teacher will take responsibility at the first instance and try to deal with any low level behaviour incident. The classroom teacher must try to strategically manage the situation themselves at the early stages. Classroom teachers are trained by the Senior Leadership Team and shown how to try to de-escalate and defuse any problematic situations at the early stages. Teaching staff are expected to use a range of different strategies like the ones displayed in the slide above to try and de-escalate and defuse any negative behaviour in the first instance.

Stage 2 – Warning

Simply by telling a student that they have got a '**warning**' doesn't create a change or an improvement in student behaviour. This also applies when issuing negative behaviour points; classroom teachers need to do this in a way which does not give the student unnecessary attention for poor behaviour.

Teachers are required to inform students who are being disruptive that they have been given their warning about their behaviour. However, they must first use a relevant strategy to try

and have a positive impact on the student's behaviour prior to issuing a warning. The student is given the chance to self-correct their behaviour and get back on task. **Teachers should avoid putting a list of names of poorly behaved students on the board.** High quality intervention, meaningful conversations with a student should be used before the classroom teacher issues a warning to the student.

Teachers are encouraged to **give students clear and consistent reminders of our expectations for behaviour** and make it clear about what you are prepared to tolerate in your classroom/teaching area. Students at Longfield Academy know that there will always be a consequence for poor behaviour.

It is recommended that classroom teachers challenge students about any disruptive behaviour. We encourage staff to ask students if they are being **respectful, aspirational or caring** when giving a student the warning. Bringing the academy's core values in the discussion about a student's poor behaviour can be an effective strategy to use. When managing any low level disruption, classroom teachers are encouraged to use the term '**choice**' when challenging a student about their poor behaviour as this puts the onus on the student. By giving students a warning, students are given the opportunity to self-regulate and correct their behaviour so that they can remain in the lesson.

If the student **chooses** to continue to cause further disruption to learning, despite being given the chance to correct their behaviour, then the classroom teacher calls for 'on-call' and the student is removed from the lesson and taken to the relevant **removal room** in each college for the remainder of the lesson.

Positive reinforcement is an effective strategy to use when trying to create an effective culture for learning in the classroom.

Stage 3- Repeated Disruptive Behaviour

If there is repeated disruptive behaviour or no improvement in the student's behaviour following the 'warning' being issued, then the classroom teacher is required to call for support using our 'on-call' system. If the classroom teacher calls for 'on-call', the student(s) will be removed from the lesson and taken to the **removal room** where the student will be required to work independently in a different room, away from their peers for the remainder of the lesson. The student may be required to remain out of circulation for a longer period if the incident is deemed as a referral and requires further investigation.

The student will be issued with an after-school detention (45 minutes). Relevant parents/carer will be notified by text message on the day of the incident which will provide them with 24 hours' notice about their son/daughter's after-school detention, which will be on the following day.

Stage 4 – Oncall

When attending a request for on-call, a member of SLT or a Student Support Manager (SSM) will attend the relevant classroom/teaching area and remove the student(s) from the lesson. This is so that all students know that disruptive and defiant behaviour will not be tolerated. The classroom teacher will endeavour to provide details of the incident in the email that is sent to on-call.

It is expected that the classroom teacher must have done their best to try and manage the situation using the tiered approach of the Longfield Classroom Behaviour Management System prior to requesting support from on-call. The classroom teacher must have issued a warning to the student prior to requesting support from on-call.

When dealing with more serious incidents the classroom teacher is not required to issue a warning to a student(s) prior to requesting support.

If a student is removed from the lesson they are taken to the **removal room** where they will be required to stay for the remainder of that lesson. The student may be required to remain out of circulation for a longer period if the incident is deemed as a referral and requires further investigation.

3.4 REMOVING STUDENTS FROM A LESSON

Students do not have permission to leave a classroom, without the consent of that teacher/additional adult, to avoid a discussion about their behaviour. If the student leaves a room without permission this will result in an after-school detention (45 minutes).

If a student does leave, the teacher must email on-call where a SSM or member of SLT allocated to that period will locate the student. Once the reason for leaving has been established, the member of staff may return the student or keep them isolated for a fixed period, usually the remainder of the lesson. If the SSM or SLT member of staff on-call feels that the reason for leaving is valid, then this will be communicated to the class teacher.

An on-call system will operate and if a student needs to be removed from a lesson then the classroom teacher will email on-call@longfieldacademy.org and the relevant SSM on duty and/or the SLT member who is on duty will promptly arrive and remove the student. If the classroom teacher does not log the event on Bromcom before 5pm on the day of the incident, then the detention will need to be set for a different day to allow alternative transport arrangements to be made. It is our intention that all requests for an on-call will be attended within five minutes.

Recording the incident on Bromcom- Classroom teacher's responsibility

When a student has been removed from a lesson, it is the responsibility of the classroom teacher to enter the details of the incident onto Bromcom. The classroom teacher should complete a negative behaviour entry on Bromcom about the incident at their earliest convenience after the incident and before 5pm on that day. This is so that the notification about the student's after-school detention is sent to parents on the same day as the incident and therefore provides the parents with sufficient notice about their son's/daughter's after-school detention. The classroom teacher should select the 'removal from a lesson' behaviour event when completing the behaviour entry on Bromcom.

Disruption-free Learning – Three Strike Rule

If a student receives three on-calls in one day, they will be removed from circulation and the student will be issued with a Principal's detention.

Serious Incidents

When dealing with more serious behaviour incidents in a lesson, a warning is not required, and the classroom teacher should call for support immediately via the academy's on-call system. SLT will remove the relevant student(s) so that an investigation can be carried out and application of appropriate sanction can be issued.

Incidents of unacceptable behaviour that occur outside of a lesson should be reported to on-call/SLT immediately so that an investigation can be carried out and application of appropriate sanction can be issued.

These more serious incidents include:

- ☐ Swearing in a lesson
- ☐ Mobile phone going off in a lesson
- ☐ Using a mobile phone in a lesson
- ☐ Bringing an illegal item onto the academy site such as weapons, pornography, drugs or stolen property
- ☐ Persistent disruption to a lesson or lessons
- ☐ Racist, sexist, homophobic, transphobic language or other discriminatory behaviour
- ☐ Theft or vandalism
- ☐ Sexualised behaviour
- ☐ Sexual harassment/sexual assault
- ☐ Truancy
- ☐ Fighting
- ☐ Physical attack on another student
- ☐ Physical attack on a member of staff
- ☐ Aggressive and/or intimidating behaviour towards students or staff
- ☐ Bullying or harassment of members of the academy community
- ☐ Misuse of ICT
- ☐ Bringing the academy into disrepute through actions outside the academy
- ☐ Damage to academy property
- ☐ Serious breaches of health and safety practice

This list is not intended to be exhaustive and where a student behaves in a way that negatively impacts on the academy community, the Principal of academy reserves the right to determine the reasonable and appropriate level of investigation and sanction.

Sanction levels

In applying sanctions, the academy determines the seriousness of the negative behaviour and the impact it has on the academy community.

Examples

Level 1 – Issue of negative behaviour points. Breaches of the academy's classroom expectations, not handing in homework, lack of equipment, uniform infringements, lack of equipment, eating or drinking in a lesson.

Level 2 – After-school detention sanction (45 minute detention) i.e. verbal altercations with other students, persistent disruption to learning, defiant behaviour in a lesson, rude or disrespectful behaviour to staff. An incident that results in a request for on-call.

Level 3 – Principal’s detention (75 minute detention on a Friday) i.e. verbal abuse in a lesson, an altercation between two students, failure to attend an after-school detention.

Level 4 – (Internal exclusion) i.e. refusal to hand over a confiscatable item, failure to attend a Principal’s detention, swearing in a lesson, racist, sexist, homophobic, transphobic language or other discriminatory behaviour, theft or vandalism.

Level 5 – (Suspension/Permanent Exclusion) i.e. bringing a dangerous or illegal item onto the academy site, persistent and defiant misbehaviour, physical assault on a student or a member of staff, criminal damage. The following list of behaviours could result in a transfer to another school or a permanent exclusion.

3.5 REASONS FOR A PERMANENT EXCLUSION

Reasons for a Permanent Exclusion

- Persistent and defiant misbehaviour
- Distributing, supplying or selling of banned substances on site
- Verbally or physically threatening a member of staff or student
- Physical assault on a member of staff or student
- Using derogatory language towards a member of staff or student e.g. racist, homophobic, sexual
- Misuse of the school’s IT systems, including sharing login details for the purpose of allowing “hackers” to use the system to disrupt lessons or abuse staff or students
- Being in possession of an offensive weapon
- Persistent bullying, including cyber bullying
- Being in possession of a pointed/bladed article
- Inappropriate sexual behaviour/touching
- Bringing a dangerous and threatening situation to the academy e.g. coordinating other people to attend the academy or its local area for the purpose of causing confrontation with other members of the academy community
- Extreme behaviour on the way to and from the academy or in the community outside of academy hours which brings the academy into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the Academy community
- Making serious false allegations against a member of staff
- Serious damage to academy property including graffiti
- Serious abuse or misuse of the academy’s IT systems e.g. distributing pornographic materials, hacking into restricted areas
- Serious breach by sharing of GDPR data of other members of the academy community without permission, including inappropriate images

4.0 BEHAVIOUR FOR LEARNING (DEFINITION)

The academy defines acceptable behaviour for learning as that which promotes respect, aspiration and care from all students in terms of their relationships with other students,

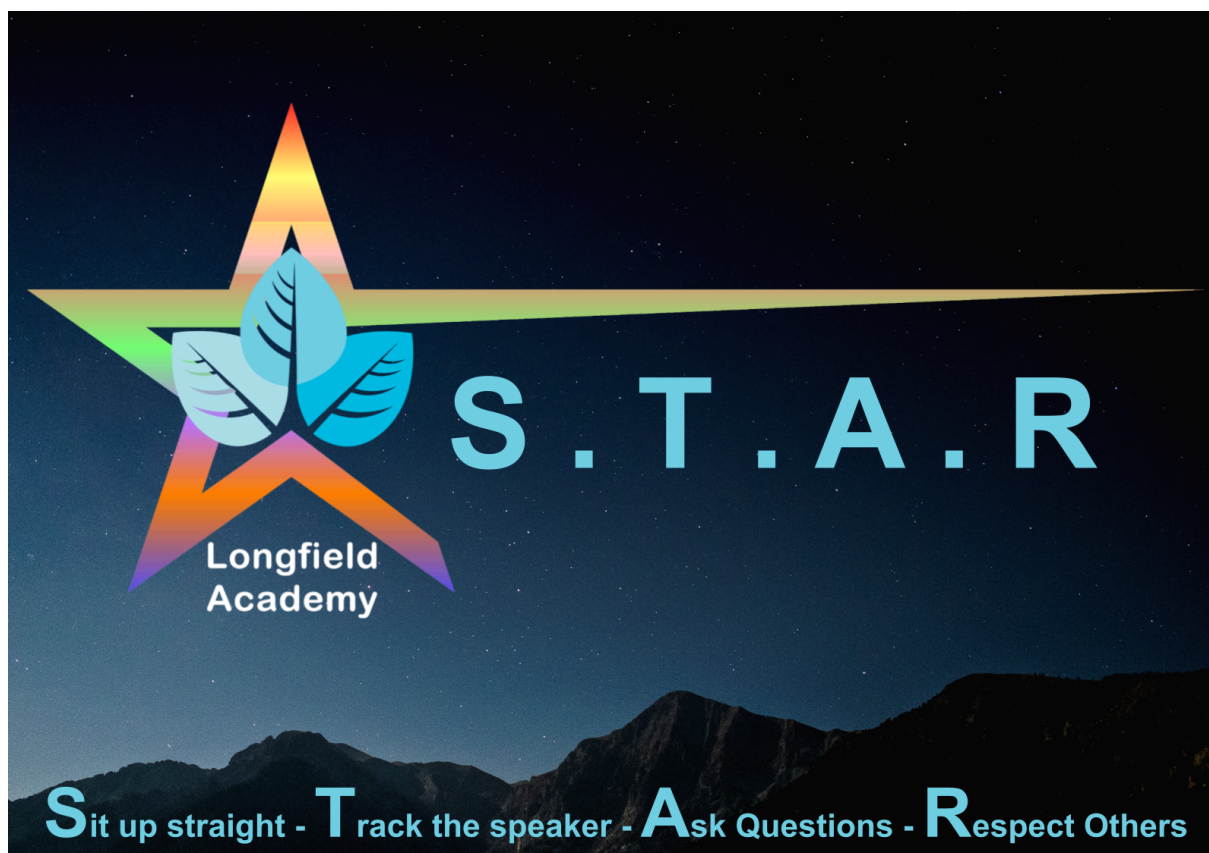
teachers, staff and visitors or community members both inside and outside the academy.

An understanding of and practice of the MYP Learner Profile is central to this:

- Knowledgeable
- Risk-takers
- Reflective
- Thinkers
- Open-minded
- Communicators
- Inquirers
- Balanced
- Principled
- Caring

Unacceptable behaviour is defined as being any activity which has a negative impact on teaching and learning or behaviour that causes disruption to the smooth running of the academy. The academy does not tolerate any behaviour which negatively affects the wellbeing of any student or that brings the academy into disrepute. The academy has identified examples of unacceptable behaviour such as name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse. In addition, disruption to learning in any form will be unacceptable due to the impact it has on the student's own learning and that of others.

Longfield Academy Classroom code – S.T.A.R.



Students at Longfield Academy are expected to fully engage in their learning in all subject areas. The classroom expectation for all students in all lessons is that they are attentive,

focused and that they apply maximum effort to all tasks. Students must arrive on time, be wearing full and correct uniform, they should raise their hand if they want to speak, they must not get out of their seat without permission, and should aim to work with pride and to the best of their ability. The Longfield Academy **STAR** acronym is displayed in all classrooms and teaching areas around the academy and students at Longfield Academy are expected to demonstrate the following in all lessons:

The Longfield Academy STAR classroom expectations

- **Sit up straight** – students are required to demonstrate positive body language, sit up in their chairs and fully engage in their learning.
- **Track the speaker** – students need to focus and concentrate in lessons and ensure that they are looking at the teacher. Keeping their ‘eyes on the teacher’ will help them to do this.
- **Ask questions** – students should be willing to ask and to answer questions throughout the lesson and be prepared to make valuable contributions to the lesson.
- **Respect others** – students at Longfield Academy must be respectful to staff and to other students. Disruptive behaviour will not be tolerated and students must not be disrespectful to others.

Our values

In all classrooms and teaching areas the Longfield Academy ‘Our Values’ poster should be on display. It reinforces the expectation that all students should try to promote and demonstrate our core values in lessons of respectful, aspirational and caring. Classrooms and any other teaching areas should be happy and safe places where students can flourish in their learning.



5.0 RIGHTS AND RESPONSIBILITIES

The principles and expectations of appropriate behaviour as defined within this policy apply equally to staff, students and visitors to the academy; each member of our community is entitled to key rights and is expected to fulfil key responsibilities namely:

Rights:

- To enjoy learning in a positive environment
- To be respected
- To be safe
- To be accepted
- To be listened to

Responsibilities:

- To be equipped and prepared for learning
- To maximise learning through regular attendance and excellent punctuality
- To be familiar with and follow all rules of our academy
- To respect and listen to all members of our academy
- To care for all in our academy community

6.0 ROLES AND RESPONSIBILITIES

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on the learning ethos of the academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

6.1 The Governing Body

- Defines the principles underlying the academy's behaviour, attendance and punctuality policy
- Ensures that all aspects of the policy promote equality for all students and addresses individual needs
- Monitors and evaluates the implementation of the policy by receiving reports and data
- Supports the practical strategies of the policy

6.2 The Principal and the Academy' Senior Leadership Team

- Promote positive behaviour, excellent attendance and punctuality
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied
- Ensure that the academy promotes equality for all students and addresses individual needs
- Monitor and analyse data and information of sanctions and rewards to ensure that they are consistent so that both progress and concern can be highlighted effectively
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Student Support Managers and Attendance Team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support these systems

6.3 Form Tutor

- It is important that form tutors take the first line of responsibility for pastoral issues. This includes regular communication with parents/carers when there are concerns regarding a student.
- If the form tutor considers that their efforts to gain support from parents is no longer working or the matter is of a more serious nature then a referral should be made to the Assistant Head of College and/or Student Support Manager, who can then decide on what further action should be taken.

6.4 Student Services Managers

- The Student Services Managers (SSM) should deal with negative behaviours on a day-to-day basis, mainly through the 'on-call system' that operates every lesson. They should also support teachers and form tutors where efforts have been made to gain parental support but have not proved successful;
- Provide support programmes and intervention programmes as appropriate for identified individuals and groups;
- Keep the Assistant Head of College and where applicable, the Head of College, aware of incidents, developments and seek their advice on appropriate action;
- Work in partnership with the Student Support Team/external agencies on appropriate courses of action for identified students;
- Communicate with parents/carers regarding concerns and provide advice or support for parents/carers/individuals, in liaison with College Leaders/Student Support;
- Monitor individuals or groups to allow for early intervention and review of support provided;
- Evaluate support for individuals through reports to the College Leadership Team.

6.5 Teachers and Learning Support Assistants

- Ensure that the policy is consistently and fairly applied in and out of class;
- Take responsibility for the leading of behaviour management that encourages positive behaviour in their own classrooms/groups;
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded;
- Only use on-call when a student cannot remain in the lesson due to the level of disruption. The use of on-call is monitored.
- Log events both positive and negative on Bromcom
- Model sensible and calm adult behaviour at all times
- As form tutors or subject teachers, they must be proactive in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern;
- Through our PSHE/Tutor Time programmes and lesson content encourage the development of social, emotional and behavioural skills as well as the IB Learner Profile Traits;
- Provide support programmes for identified individuals and groups;
- Communicate with the curriculum lead, Student Services Manager and College Leadership Team, any concerns about students' behaviour.
- To be receptive to feedback and advice regarding behaviour management and attend relevant continued professional development where required.

6.6 Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in

- lessons;
- Provide role models for students in their own actions and dealings with others;
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance;
- Communicate with college leadership teams, Student Support and SSMs any concerns about students' behaviour.

6.7 Parents and Carers

- Take responsibility for their child's behaviour, attendance and punctuality;
- Support the academy's core beliefs on positive behaviour management;
- Support the academy in carrying out sanctions and celebrating success;
- Communicate with the academy when concerns arise.

7.0 SUPPORT FOR STUDENTS

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The academy will provide – in addition to the regular teaching of positive behaviour, rewards and sanctions – structures designed to ensure early identification of students at risk and their support. The Student Support team and College Leadership teams will:

- Identify students at risk and decide the most suitable course of action for their support. This may include referral to an outside agency, including the local inclusion forums;
- Act on information and referrals from other staff through the SSMs, Assistant Heads of College or Heads of College.
- Provide mentoring (both academic and personal), and personalised intervention programmes for targeted students who have difficulties with behaviour e.g. anger management, self esteem, emotional vulnerability, emotional resilience workshops etc;
- Liaise with parents/carers and other agencies;
- Advise on appropriate alternative curricula where relevant;
- Advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions.
- Monitor individuals to measure the impact of support and progress.
- At all times the academy will act in line with present Data Protection and GDPR regulations;

7.1 Outside Agencies

The academy will act as part of a wider community of support. Some students will benefit from referral to another agency for:

- Alternative curriculum provision for respite;
- Assessment leading to specific SEN support or a planned programme within the academy;
- Counselling and support with mental health issues;

The support outlined above will be provided within the following context:

- The academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion;
- The academy will work within the wider community and communicate with and take

- advice from other professional bodies. This includes the Local Inclusion Forums;
- All referrals will be mindful of a child's SEND where appropriate and the academy will therefore act in accordance with the policy for SEND;
- The Student Support team will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage;
- All support programmes will contain targets for improvement and regular review. The academy should be in a position to respond in a flexible manner to a child's changing needs, particularly when programmes are not deemed to be successful.

8.0 STAFF SUPPORT

Whilst it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom;
- Identify the way in which more senior staff will support behaviour issues;
- Provide regular training, particularly for staff either new to the academy or the profession, on positive teaching strategies;
- Provide staff with training on issues of racial harassment and other forms of bullying/ prejudice so that they are best able to be responding appropriately. We aim to keep such incidents to a minimum through promoting the IB Learning Traits. Staff are expected to promote these values within their teaching across the key stages.
- Use other professionals and consultants from outside the academy to give advice and training;
- Employ a range of staff within the academy, to support the work of teachers in creating a positive learning environment. The academy recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness. The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:
 - Advice from senior staff on how to apply the sanctions within this policy in a given situation;
 - Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like;
 - Advice on deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEND, etc. and provide, through the pastoral team, the process for further referral when required;
 - Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis;
 - Opportunities for staff to observe good practice in other lessons or academies;
 - A Staff Development Programme (CPD) that is closely linked to individual performance management targets that may change throughout the academic year;
 - Opportunities in subject/ support for learning meetings to discuss issues and share ideas;

9.0 SUPPORT FOR PARENTS

- Expectations of parents/carers involvement in supporting attendance, punctuality and

- good behaviour should not be taken for granted but made explicit.
- The Behaviour for Learning Policy will be made available to parents/carers on the academy website and available to all parents via consultation, parent voice and KS3/4 information events. All reports and communications to parents about progress will also stress behaviour and attendance so that parents are kept up to date (**see appendix 1.1** - Attitude to Learning grades).
- College Leadership Teams, SSMs and the Student Support Team will work to support parents, either meeting in school or home where possible or other appropriate venues for those who find it hard to come to the academy.
- It is important to note that we strongly believe that students need to take ownership of their behaviours and therefore we will always take a strategic decision on whether minor issues, that are easily dealt with, are communicated back to parents.
- When parents contact the school via email, info@, letter or by leaving a message, we will aim to get back to them within 48 hours where possible. If correspondence is sent over the weekend, there will be no expectation of staff to reply and the 48 hour timeframe will be taken from 8am on that Monday morning.
- Parents/carers will also be contacted via telephone, postcard, letter or in a meeting when praise for achievement or improvement has been made.
- Arrangements will be made to communicate in the home language where this might be necessary.
- The academy has a clear and robust policy regarding abusive or threatening behaviour by visitors to the academy including parents/carers and therefore we reserve the right to take further actions should any of the staff within the academy experience that form of behaviour.

10.0 BEHAVIOUR DATA

Rewards and sanctions will be monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEND
- Age
- Pupil Premium/FSM


Behaviour data will be monitored by:

- Comparing modular statistics and annual totals for rewards, sanctions and attendance.
- Comparing group attendance data over time and looking for patterns
- Weekly monitoring of Behaviour (SSMs) and Attendance (Attendance Team) looking for patterns.
- Monitoring individual's rewards and sanctions to identify progress or cause for concern, taking appropriate action where necessary.
- Observation of lessons/tutor time/break time.
- All data that is collected will be stored and shared in line with data protection and GDPR guidelines.




11.0 REWARDS SYSTEM AT LONGFIELD ACADEMY

We promote a range of opportunities in which students can be rewarded for outstanding work and exemplary behaviour. We recognise that rewards alone should not be the primary motivator to do his/her best but because they want to achieve beyond expectations.

The academy recognises that praise and reward are always the most powerful of motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. We adopt a tiered approach to praising and rewarding students, which includes both formal and informal opportunities. The formal system involves collecting positive points that lead to various tangible rewards. We will reward students for displaying the following behaviours across our academy and within our community:



Rewards

	BRONZE	50 points	<ul style="list-style-type: none">• Letter sent home• Bronze certificate• Prize
	SILVER	100 points	<ul style="list-style-type: none">• Letter sent home• Silver certificate• Prize
	GOLD	150 points	<ul style="list-style-type: none">• Letter sent home• Gold certificate• Prize
	PLATINUM	200 points	<ul style="list-style-type: none">• Letter sent home• Platinum certificate• £10 Amazon voucher
	DIAMOND	250 points	<ul style="list-style-type: none">• Letter sent home• Diamond certificate• £15 Amazon voucher

At Longfield Academy, students are recognised and rewarded for demonstrating and promoting our academy core values, being respectful, aspirational and caring. Students in Key Stage 3 are also rewarded for demonstrating MYP attributes.

As students accrue more positive points, they pass through various reward levels and have their achievements recognised through letters home, certificates, vouchers and rewards trips.

The table above provides a guide on the typical rewards that can be expected by students for their efforts. This list is not exhaustive and we encourage staff to find different and original ways in which to reward and therefore motivate students.

12.0 SANCTIONS AND RESTORATIVE PRACTICES

We endeavour to create a climate of positivity, rewarding students for their efforts beyond that expected by all. However, on occasions, students' behaviours do fail to meet the high expectations and standards of the academy and therefore a sanction is warranted.

It must be added that staff at the academy will always try to issue the appropriate sanction based on the severity of the incident. Professional judgement will be used to apply the most appropriate sanction. If there is any uncertainty, teachers should seek advice from their line manager and/or the SSM for that college, or the Vice Principal responsible for behaviour, welfare and standards.

12.1 SANCTIONS AT LONGFIELD ACADEMY

Detentions

- The academy operates a centralised detention system. Relevant parents/carers are given notice the day before an after-school detention via text message.
- **Detentions** are either 45 or 75 minutes long depending on the severity of the incident.
- **After-school detentions** are held every day except on Wednesdays. Detentions run from 3.15-4.00pm in a centralised location and staffed by the Senior Leadership Team and Pastoral Team.
- **'Late detentions'** - students are given a 45 minute after-school detention if they arrive late to the Academy after 8.45am without a valid reason for lateness.

Internal exclusion

- Internal exclusion is a process within the academy and used as an *alternative* to a suspension when a suspension is not seen as appropriate or effective. It is a formal process and will be considered for serious incidents and for persistent and defiant misbehaviour as identified on Longfield Academy Behaviour for learning policy

Suspensions (Fixed term period)

- The Principal of the academy has the power to suspend a student from the Academy in accordance with guidance from DFE's [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61421/suspension_and_permanent_exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_england.pdf)
- **Managed Move/Alternative Provision** If a student is unable to improve their conduct following previous fixed term suspensions the Academy may offer a managed move to another local Academy. This is an intervention that will give the student a fresh start, allowing that student to be successful in a new environment. If successful, students are placed on roll at the other Academy. This move is monitored closely and is usually reviewed after 4, 8 and 12 weeks. If a managed move fails the student will return to Longfield Academy. At this point a decision will be made to see if it is appropriate to refer the student to North West Kent Alternative Provision Service (NWKAPS) for a period of respite (approximately 12 weeks - KS3 students) or a permanent place on an alternative curriculum program (KS4 students). If these are not appropriate or successful the student may be at risk of permanent exclusion. Permanent Excl

12.2 ACADEMY SANCTIONS PROCEDURES

- Parental consent is not required for detentions. This is in line with DFE guidance detailed in the “Behaviour in schools: guidance for headteachers and staff, 2022” However, as a courtesy, parents will be informed by staff via text message of any after school detention.
- Unless we hear otherwise, we will assume that the message has been received and alternative travel arrangements have been made. It is the parent/carer’s responsibility to ensure that the academy has correct contact details on the system.
- Parents/Carers will receive a text message to inform them about their son/daughter’s detention at 5.00pm on the day that the detention is issued. The student will be required to sit the detention on the following day. This is so that parents/carers are informed and have prior notice about their son/daughter’s detention on the day before the after-school detention is sat. This allows parents/carers to make suitable arrangements for their child to be collected.
- All detentions are recorded by staff and analysed weekly by the Vice Principal responsible for behaviour, welfare and standards.
- Failure to attend a 45 minute after-school detention = 75 minute Principal’s detention.
- Failure to attend a 75 minute Principal’s detention = 1 day internal exclusion
- Failure to complete a 1 day internal exclusion can result in a suspension (external exclusion) or the student could be internally excluded for a longer period of time.

12.3 INVESTIGATIONS INTO INCIDENTS

- Where an incident involving a student or students occurs, the student(s) involved will be isolated and when deemed appropriate will be asked to complete a statement where they will have the opportunity to write down the exact nature of the event and identify people who were involved or witnessed the event. This will allow the lead investigator to gather the evidence to draw a valid and justified conclusion. This is then discussed with the relevant Assistant Head of College and/or Head of College. Appropriate sanctions will be verified by another member of the Senior Leadership Team to ensure that decisions are fair and appropriate.

12.4 WITNESS STATEMENTS

- If it is believed that a student witnessed an incident, members of staff may ask that student to write a witness statement to help the primary lead on the incident gather a rounded picture of the event and reach a justifiable conclusion. This may be cross-referenced with another member of staff to check that the conclusions drawn are fair, considering the facts and evidence seen and/or heard.
- A student has the right not to write a statement, but it helps the academy to find a resolution to the issue. Refusal will be marked on the statement sheet with the student’s details completed by the member of staff who takes the lead on the issue.

12.5 AFTER SCHOOL DETENTIONS

- Students may be given an after-school detention for minutes for unacceptable behaviours in lessons, for being late to a lesson on three occasions, for leaving a classroom without permission, for failing to attend a detention or for an accumulation

of three negative behaviour points for lack of equipment, or for three incomplete homeworks. Students can also be given an after-school detention if they were poorly behaved in a break time detention.

- Parents will be notified by a text message. Unless we hear otherwise, we will assume that travel arrangements will have been made.
- If a student acquires more than three detentions in one week (break or after school), further discussion between Tutor/SSM and perhaps either the Assistant Head of College or Head of College, needs to take place.
- The academy would only reschedule an after-school detention in exceptional circumstances such as a family emergency, or a medical appointment that could not be rescheduled. Parents/carers would need to contact their relevant Head of College should there be a request to reschedule an after-school detention.

12.6 STUDENT WITH A VALID TIME OUT CARD

- Students will not automatically be reissued with a **Time Out** card.
- **Time Out** cards will only be issued for those students who have external professional involvement, evidenced medical need or require support with their emotional wellbeing.
- If a student needs time out of a classroom they can still have a few minutes outside the room to compose themselves.
- The teacher will use the on-call function should a student require assistance and no longer be able to rejoin the class.
- If the Student Services Manager and/or member of SLT determines that they then need additional support this will be put through to Miss. Liasu who will arrange for a space to be available (if possible) in student support.

12.7 BEHAVIOUR REPORT

Student Support Managers and the Senior Leadership Team have the autonomy to put a student onto a behaviour report card when deemed appropriate. Report card can be used for different purposes:

- To monitor a student's conduct over a set period of time.
- To identify hotspots where a student struggles with displaying the correct behaviours.
- To identify lessons/days where the student performs well, beyond that normally expected of all students.

13.0 INTERNAL EXCLUSION ROOM

The Internal Exclusion Room is located away from the main student population. The rationale and overview of what the IER is, how it operates, and the systems and procedures that apply to it, can be found via this link [Internal Exclusion Room \(IER\)](#)

14.0 SUSPENSIONS AND PERMANENT EXCLUSIONS

Longfield Academy follows the Leigh Academies Trust Exclusion Policy ([HERE](#)) and in accordance with DFE's guidance provided in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2022 [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)

- If a student receives three on-calls in one day, they will be removed from circulation and then internally excluded the next day.
- **Internal exclusion** When a student is internally excluded they are required to attend the academy from **8.30am to 4.00pm (Wednesdays 8.30am-3.00pm)**.. They will work in the Internal Exclusion Room and be isolated from the rest of the academy for the duration of the exclusion.

14.1 REINTEGRATION MEETINGS

Following a suspension the student and their parents/carers will be asked to attend a reintegration meeting prior to the student returning to normal lessons. This meeting will normally be facilitated by either the Assistant Head of College, Head of College or the Principal. In regards to post-16 exclusions, the Assistant Head for Post-16 will normally facilitate these meetings. At the meeting the following will normally be discussed:

- Reasons for the suspension
- Student and parents'/carers' viewpoints
- Targets for the student to aim towards to help them reintegrate. This forms part of the Pastoral Support Programme (PSP) following a suspension.
- Student and parents will be asked to sign a 'behaviour contract'
- If applicable, we may agree that additional support internally and/or externally may be needed to support the student moving forward.

15.0 PROHIBITED ITEMS

The following items are not permitted in the school building:

- Energy drinks
- Cigarettes, tobacco, cigarette papers, lighters and matches
- Vapes and Vaping equipment (see section 15.1 below for the academy's policy on Vaping)
- Alcohol, illegal drugs and other dangerous substances
- Chewing gum
- Fireworks/fun snaps or alike
- Pornographic material
- Stolen items

- Dangerous and offensive weapons (Knives)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any material that may cause offence

15.1 VAPING & E-CIGARETTES

Longfield Academy aims to prevent the use of Vapes and e-cigarettes and other vaping devices by students on school grounds and in the local community. This section of the policy is designed to promote a healthy and safe environment for students and staff, as well as to comply with legal regulations regarding tobacco and nicotine use in educational settings. The guidance below is an outline of components that we have included in our vaping policy for Longfield Academy.

- **Vaping** and the use of e-cigarettes are strictly prohibited on the academy premises,, including buildings, grounds, and surrounding areas.
- **Vaping** is defined as inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or other tobacco or nicotine product intended for inhalation, whether natural or synthetic, in any manner or in any form.
- **Consequences:**
 - If a student(s) brings a vape or vaping equipment onto the academy site they will be given a fixed term suspension (1 day).
 - If a student(s) is caught in the act of vaping on the academy site they will be given a fixed term suspension (2 days).
 - If a student(s) is caught in the act of vaping in the local community they will be given a fixed term suspension (1 day).
- **Prevention-** the academy will use its right to search students should we suspect anyone carrying vape on them or having on the person.
- **Prevention-** Multiple students are not allowed to go into toilet cubicles together, only one student is allowed in the toilet cubicles at any time. The academy will issue an internal exclusion to students who go into a toilet cubicle together.
- **Education and Awareness:** Students who have been involved in vaping will be given a programme to educate them about the dangers of vaping, the risks associated with nicotine addiction, and the academy's policy regarding vaping.
- **Student support:** The academy will provide support for students who may be struggling with nicotine addiction or substance abuse issues. This could include counselling services or referrals to external support organisations.
- **Signage:** The academy will display signs in prominent locations throughout the school reminding students and visitors of the vaping policy.

- **Legal Compliance:** This vaping policy complies with local and laws and regulations regarding tobacco and nicotine use in educational settings.
- **Review and Updates:** The academy will regularly review and update the vaping policy as needed to address emerging trends, new regulations, and changing circumstances related to vaping and e-cigarette use.

15.2 CONFISCATION OF PROHIBITED ITEMS

Staff are allowed by law to confiscate, retain or dispose of a student's property as long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated item providing they have acted lawfully.

- Weapons, knives, banned substances, vapes, vaping equipment, contraband and extreme or child pornography must be handed to the police, otherwise it is for the academy to decide if or when to return a confiscated item.

16.0 MANAGEMENT OF DRUG-RELATED INCIDENTS

16.1 Defining a drug-related incident

Drug-related incidents include any or all of the following:

- drugs or drugs paraphernalia found on academy premises;
- students in possession of illegal or unauthorised drugs;
- students supplying unauthorised or illegal drugs;
- students under the influence of drugs, or exhibiting signs of intoxication or illness;
- disclosure of drug use;
- information which suggest student(s) are involved in substance misuse;
- illegitimate sale/supply of drugs in the academy vicinity.

If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or taking), the academy will follow the protocols outlined in 'When to call police, Guidance for schools and colleges (NPCC, a copy can be found [here](#)).

- Priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- The Principal, Vice Principal or the DSL will be informed of the situation immediately.

16.2 Responses to drug related incidents

- Where drugs have been brought on to site, the most likely response will be a monitored transfer. In accordance with local schools agreement, the student will be transferred on a temporary basis to another school. Should this be successful, the

move will be made permanent. However, if the move is not successful, a permanent exclusion will be instigated.

- Permanent exclusion
- Police involvement
- Targeted intervention
- Referral to CAMHS
- Counselling

16.3 Responses and sanctions will take into account:

- The seriousness of the incident
- The short and long term welfare of the student(s) concerned
- The short and long term welfare of other students
- Guidance in DfE and ACPO drug advice for Schools (DfE-00001-2012) consistency with published Academy rules, codes and expectations
- Consistency with disciplinary action for other drug-related incidents
- Consistency with disciplinary action for other misdemeanours.

17.0 SEARCHING STUDENTS

- The following rights are defined in the Education Act 2011. Academy staff can search students with their consent for any item.
- The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items are listed under section 14.0.

Searches will be completed by two members of staff with a full written record made.

A statement will be sought from the student to ensure their version of the event is recorded.

18.0 USE OF REASONABLE FORCE

- The academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.
- The academy uses the definition of reasonable force as being ‘no more than is necessary in the circumstances’. The academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.
- All members of staff at the academy have the power to use reasonable force. The academy staff may use reasonable force to:
 - Prevent pupils committing an offence;
 - Injuring themselves or others;
 - Damaging property;
 - Maintain good order and discipline in the classroom.

19.0 MOBILE PHONES/AIRPODS /SMART WATCHES & PORTABLE ELECTRONIC DEVICES

- The academy has a clear policy on mobile phones, airpods or similar devices. They must not be seen or heard in the academy and any member of academy staff has the right to confiscate the phone/device if they are seen or heard. The item will then be taken to the student’s college admin office but for the second confiscation in a term, parents will be notified that the phone will remain locked away until they are able to

come and collect it. Please see the sanction/procedure table that will be enforced for each confiscation.

Summary of the Mobile Phone Policy

- Students may bring mobile phones to school but once they enter the building, they must be out of sight;
- Mobiles should be switched off and in a bag;
- Students are not allowed to wear headphones of any type;
- Using a mobile/listening to music is banned in ALL lessons and tutor time;
- Using a mobile at breaks and lunchtimes is also prohibited;
- Post-16 can use their mobiles at break and lunchtime, but only in the sixth form common room or outside the front of the academy building.
- iPads – students can use these devices to complete homework or undertake independent study, but will not be allowed to access games or social media. Should a student do this, their device will be confiscated.
- Gaming devices – students are not allowed to bring gaming devices on to the academy site.
- Mobile phones and airpods will be confiscated until the end of the day. However, if this is the second confiscation in a term, the mobile/airpods will need to be collected at the end of the day by parents. For third plus confiscation, either the Assistant Head of College or Head of College will be in contact to arrange a meeting to discuss the blatant disregard to academy policy.
- After school access to phones is from 3:20pm. The students are not allowed on their phones until they pass the barriers on their exit from the building. Should a student need to call home, they should do so via their college admin office. The student may be permitted then to use their phone for this purpose, under direct supervision. The policy is suspended after 4pm as we appreciate students who are staying later for intervention and clubs may need to make contact home and admin offices are likely to be closed.

Longfield Academy Mobile Phone Policy 2023-24



Students are allowed to bring their mobile phones onto the academy site, but if they are seen or heard they will be confiscated. Please see below for clarification of phone sanctions and procedures.

Phone Sanction 1	If it is seen or heard, your phone will be confiscated by a member of staff and kept in the relevant college admin office until the end of the day. You will be able to collect it from main reception at 3.20pm, and at 2.05pm on Wednesdays. Refusal to hand over the phone will result in an after school detention (45 minutes).
Phone Sanction 2	For the second offence, the phone is confiscated and kept in the relevant college admin office and has to be collected by the student's parents/carers. The student is issued with a Principal's detention (75 minutes on a Friday). If the phone is not handed over, the student will be given a x 1 day Internal exclusion.
Phone Sanction 3	For the third offence, the student's phone is confiscated. The student is given a one day internal exclusion and the student has to hand their phone in to their relevant College admin office every day for a fixed period. If the phone is not handed over, the student will be given a x 2 day Internal exclusion, and a parental meeting is required
Phone Sanction 4	At this point, the student is showing complete disregard for the rules of the academy and the phone will be confiscated until the parents/carers come in for a meeting with the HOC/AHOC. The sanction will be multiple days in the IER and/ or a suspension. If the phone is not handed over, the student will be given a suspension/multiple days in the IER.

Please note that where there is an urgent need to contact home, the student must contact their college SSM/Admin who will assess the situation and take appropriate action

20.0 THE POWER TO SANCTION BEYOND THE SCHOOL GATE

The academy is empowered through legislation to sanction criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school site which is witnessed by academy staff or reported to the academy. The academy will work with the police and, where possible, parents on reported incidents.

21.0 ANTI- BULLYING

The academy views bullying of any kind as a serious matter.

Longfield Academy believes that everybody in our community should be safe, treated with respect, fairly and equally by all other members of our community. By this we mean:

- Feeling safe, welcome and not a victim of bullying.
- Having respect for each other.

Bullying is the use of aggression with the intention of hurting another person and results in pain and/or distress to the victim.

- By bullying we mean any deliberate action that makes a person feel bad about him/herself. This involves verbal and physical abuse
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality

- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Unpleasant comments about people's disabilities
- Persistent teasing
- Threatening
- Using online technology to be unkind towards someone else

The academy condemns all forms of bullying and seeks, with the help of students, staff, governors and parents, in defeating it wherever it arises. More details can be found in the academy's Anti-Bullying Policy 2022. [Longfield Academy Anti-Bullying Policy 2022-23](#)

Procedures

- Bullying incidents, or awareness thereof, should be reported (by student, parent, staff) to an appropriate member of staff as soon as possible. In most cases in the first instance this will be the SSM. If it is a member of staff reporting the incident they must log this on Bromcom.
- The issues will be addressed by the appropriate member of staff at the earliest possible opportunity and certainly by the end of the school day.
- In each case brought to the attention of the academy, appropriate mechanisms will be used to record any incident, clearly and accurately taking statements/accounts of different viewpoints as necessary. Any known acts will be recorded on Bromcom.
- When any incident is deemed to be of a racist nature it will need to be investigated thoroughly and it must be logged on Bromcom. Appropriate support and intervention should be provided for the victim. The perpetrator should receive some bespoke intervention and education about acceptable/unacceptable behaviour of this nature.
- In cases of bullying, parents/carers should be informed and discussions will be held to seek a resolution to the issues.
- An attempt will be made to help the perpetrators change their behaviour. The Student Support Mentors will lead on this.
- If necessary and appropriate, police or other external bodies will be consulted. This is in consultation with a member of the Senior Leadership Team.

Outcomes

- Perpetrators may be asked to apologise and a supervised mediation take place, as led by a senior leader, Student Support or SSM. If at all possible, the students will be reconciled.
- Consequences including detentions, internal exclusion or suspension will be allocated as deemed appropriate.
- Parents/carers of both parties will be contacted to make them aware of issues that have arisen and to seek their support to ensure a successful resolution.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

A range of strategies are in place to actively prevent and highlight the issue of bullying in our community.

These will include:

- All members of the community, including staff, parents and carers are aware of our ethos and the Anti-Bullying Policy through the academy website, assemblies and meetings. Students are clear about what to do if they are being bullied or are aware of bullying.
- Parents and carers know how to support their sons and daughters in relation to issues such as online bullying by providing relevant and up to date information to them.
- Provide clear anti-bullying messages through displays in all parts of the academy.
- Ensuring that anti-bullying is an integral element of the curriculum, including PSHE Focus events, tutor time programme at all key stages and assemblies.
- SSMs and Learning Support Assistants provide the ELSA programme for vulnerable students.
- The Student Support team leads the Student Mentors who actively support identified students and promote an anti bullying message.
- College Leadership teams provide support and mentoring for students who are vulnerable. In liaison with Student Support this may also be via other agencies including Early Help.
- Students respond to praise and reward which is promoted at Longfield Academy by all staff members.
- Online safety support is offered to all parents/carers and students.
- On transition and entry to the academy, parents/carers and students are able to access workshops including 'Moving On.'

APPENDICES

Appendix 1.0 Behaviour Support boundaries 2023-24

LONGFIELD ACADEMY BEHAVIOUR BOUNDARIES - NEGATIVE BEHAVIOUR POINTS.

Negative points are given to students by staff when they fail to meet our academy expectations. If a student accumulates a certain number of Longfield behaviour points, it is recommended that they will progress through various stages of intervention, monitoring and support. However, some individual circumstances may prevail. Upon entering a new behaviour boundary, students will receive the following support:

Behaviour Report Cards: the academy recognises that it is not a one-size-fits-all approach with monitoring student behaviour and attitudes to learning. Some students respond really well to being placed on report, whereas some students are demotivated by this strategy and require a different method of monitoring. The member of staff administering the report can agree personalised targets when using the behaviour report card. However, targets should be realistic and achievable so that the student can use this strategy to show some progress. The behaviour report card should be an opportunity for the student to show that they can achieve success when they apply themselves correctly in lessons over a sustained period.

When students accumulate a number of negative behaviour points they will receive an offer of a bespoke support and personalised intervention programmes through the academy's

pastoral system and through external agencies which can be used to improve attitudes to learning, positive behaviour, social and emotional resilience.

The behaviour boundaries system below should be used as a guide to track and monitor behaviour and attitudes to learning. There should be some flexibility applied to this system. Not all students will respond well to being placed on report.

The list of different bespoke behaviour intervention programmes and supportive provisions are listed below.

1. PL Inspires (Charlton Athletic)
2. Strengthening minds Positive behaviour
3. Strengthening minds- emotional resilience
4. Life coaching
5. In-house counselling
6. Fishing intervention
7. ELSA
8. Social skills
9. Pastoral 1:2:1
10. Longfield behaviour improvement programme
11. Mental Health support team
12. Kent Minds

Behaviour boundary	Negative behaviour Points	Additional support & Intervention provided by the Academy
1	25	<ul style="list-style-type: none"> • White Tutor Behaviour Report Card to Form Tutor • Weekly Phone call home from the form tutor- logged on Bromcom by the tutor • If no improvement, form tutor to invite parent/carer • Referral to a suitable behaviour intervention programme
2	50	<ul style="list-style-type: none"> • Yellow Behaviour Report Card to student support manager/Student support officer • Parental meeting with form tutor and SSM • Referral to a suitable behaviour intervention programme • PASS test (Pupil's attitude to self and school)

3	75	<ul style="list-style-type: none"> • Orange report to Assistant Head of college • Parental meeting with Assistant Head of college /SSM • Review of SEND needs (which may include assessment of cognition and or language, and review of already identified SEN/Medical/Social and Emotional • ACE Scores survey • Referral to a suitable behaviour intervention programme • Life coach/Counselling referral • Strengths & Difficulties questionnaire • Alternative provision/managed move discussed
4	100	<ul style="list-style-type: none"> • Red report to Head of College • Parental meeting with HOC and AHOC • Alternative Provision/Managed Move discussed • Student discussed at SLT meeting • EP assessment/ CAMHS referral if appropriate (SENDco & DSL) • Life coaching/counselling referral to Behaviour Lead • Early help/SS referral via SSM • Referral to a Behaviour intervention programme
5	125	<ul style="list-style-type: none"> • Parental meeting with Vice Principal • Student discussed at SLT meeting • Alternative provision considered • Managed move considered • Case discussed at Inclusion forum • Reduced timetable considered • Meeting with the Principal • Possible Permanent Exclusion

Appendix 1.1 Attitude to Learning Grades

Rationale

Attitude to Learning grades were introduced as a means of enabling students, parents/carers, teachers and senior leaders to understand the context of relative progress.

When are attitude to learning grades recorded?

On a modular basis teachers enter grades (refer to the Student Data and Reporting Policy). This includes the most appropriate attitude to learning grade from the list below:

Attitude to Learning Grade

These are the definitions sent home to parents.

Excellent (Ex)

A student who applies themselves consistently to all tasks both in school and at home regardless of outcome. The student frequently exceeds expectations and demonstrates their own initiative.

Good (Gd)

A student who applies themselves well in the majority of classes and home learning tasks, completing them to the best of their ability.

Requires improvement (RI)

A student who could work well and complete tasks to the expected standard but greater consistency in effort, concentration and organisation is required.

Concern (Cn)

A student who does not show sufficient commitment in this subject which has an impact on their own learning and possibly that of their peers. They may give up easily, and lack the discipline to complete all tasks. An improvement in effort is required.

The definitions below are to help teachers when deciding an ATL grade as they go into a bit more detail:

Excellent indicates that a student is doing everything they can in your lessons and with your homework (in both completion and quality) to help them achieve the best grade they can. A score of EX is excellent and shows that they are always meeting and exceeding our expectations in terms of behaviour for learning, homework and classwork. They are a real ambassador for the school.

Good indicates that a student is working hard in your lessons and with your homework (in both completion and quality) to help them achieve the best grade they can. The teacher clearly thinks that they are almost always meeting most of the Attitude to Learning expectations in terms of behaviour for learning, classwork and homework. A score of GD is very good and shows that they are nearly always meeting our expectations.

Requires Improvement indicates that a student could be doing more in your lessons and with their homework (in both completion and quality) to help them achieve the best grade they can. A score of RI needs improvement and shows that they are not meeting our expectations consistently in terms of behaviour for learning, classwork or homework.

Concern indicates that a student could be doing a lot more in your lessons and with their homework to help them achieve the best grade they can. A score of CN is poor and shows that they are only rarely meeting our expectations in terms of behaviour for learning, classwork and homework. Homework may be very rarely completed or may be of very poor quality when handed in. Behaviour for learning may be a serious barrier to making progress and may be regularly disrupting the learning of others.