

**Safeguarding Statement**

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Equality & Diversity Statement**

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

**POLICY TITLE: BEHAVIOUR FOR LEARNING**

<b>Approval Body:</b>	<b>Governing Body</b>
<b>Approval Date:</b>	<b>February 2020</b>
<b>Implementation Date:</b>	<b>February 2020</b>
<b>Designated Person (as appropriate):</b>	<b>Headteacher</b>
<b>Committee with Remit (as appropriate):</b>	<b>Governing Body</b>
<b>Intended Audience:</b>	<b>All Staff and Students</b>
<b>Review Date:</b>	<b>January 2021</b>

**Version History**

<b>Version</b>	<b>Approval Date</b>	<b>Summary of Changes</b>
1.0		New policy
2.0	4 February 2020	Amendments

## BEHAVIOUR FOR LEARNING POLICY AND PROCEDURES

### Introduction

Behaviour and Behaviour for learning at LPGS is exceptional. In order to maintain high standards, processes and policies are under constant review. Clarity and consistency are crucial in maintaining the high standards that support students' excellent progress and teachers' freedom to teach.

### Purpose

- To ensure that all Governors, staff, students and parents are aware of the high expectations of the school in terms of behaviour and attitudes.
- To promote positive behaviour and self-discipline to create a safe, calm and productive learning environment.
- To facilitate the school's mission statement 'unlocking Potential Through Empowerment'.
- To promote Section 61 of the Schools Standards and Framework Act 1998 which requires a Governing Body to ensure that its school pursues policies to promote positive behaviour.

### Aims & Objectives of the Policy

This policy will set the boundaries for the detailed operating procedures for a system that:

- Rewards and reinforces the right behaviours
- Delivers consistent consequences for the wrong behaviour
- Outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning
- Seek to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions
- Enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning

### Behaviour for Learning Code

The school believes that the following rights apply to all within Langley Park School for Girls:

- All students have the right to learn in a safe and friendly environment
- All teachers have the right to teach in a safe and friendly environment
- Everyone has the right to feel safe
- To be listened to and be treated with respect
- To be treated fairly
- To be free from discrimination

We, as a community, value the following **rights and responsibilities**:

- The right to learn and the responsibility to let others learn
- The need to show others (teachers, students and visitors) and their property respect, as we would expect for ourselves
- The responsibility to arrive on time, equipped ready to work and dressed correctly
- The need to follow instructions straight away
- The need to sit in your seating plan position and remain seated unless the teacher has given permission to move around
- To listen quietly and respectfully when any adult is talking, or if other students are talking about their learning
- To accept the consequences and sanctions of choices that are made
- If you have a question or comment, wait for the teacher to ask you to speak
- The responsibility to work to the very best of your ability in order that feedback is meaningful and will support progress

## Rewards and Sanctions

A **reward scheme** is in place that recognises and promotes:

- Positive attitudes to learning
- Outstanding achievements and learning behaviour
- Students' teamwork and independent learning

**Sanctions** are in place in order to:

- Deter poor behaviour
- Ensure consequences for poor behaviour
- Establish a staged and proportionate response to poor behaviour
- Identify clear roles and responsibilities for operation
- Re-establish appropriate expectations of behaviour and to restore teacher-student relationships.

## Out of Classroom Behaviour

All staff have a responsibility to maintain a calm environment around the school at all times regardless of duty allocations.

At Langley Park School for Girls we believe that everyone has a right to learn in a safe and secure environment and in a community where people feel free to be themselves. Behaviour which challenges this community will result in consequences.

**DFE guidance states – 'A teacher may discipline a student's misbehaviour when the child is –**

- Taking part in any school, organised or school related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school.
- Misbehaviour at any time whether or not conditions above apply that could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school.

## Sanctions

A range of appropriate sanctions are used:

1. Verbal warnings in class or on an individual basis during break, lunchtime or at the end of the school day
2. Repetition of work set as extra homework or supervised by staff at the end of the school day or during break time
3. Withdrawal of privileges
4. Detentions:
  - 4.1 The education and Inspections Act 2006 gives schools the right to place students in detention **without** parental consent
  - 4.2 We reserve the right to detain any student **without notice** until **3.30pm**
  - 4.3 Longer detentions until 4.00pm, or for more serious issues until 4.30pm, will be given with 24 hours' notice (not consent)
  - 4.4 Staff will sign the student's Planner or inform the student of a 4.00pm or 4.30pm detention
  - 4.5 Parents should, when necessary, ensure that students detained until 4.00pm/or longer know the arrangements for their safe journey home
5. On Report in some cases students are placed on report so that the school and parents can monitor work, behaviour and progress. The report card is sent home with the student each day or at the end of the week. Parents are asked to check the report and to sign it.
6. Internal seclusions or external seclusions from lessons and/or non-lesson time are used in cases of disruption and other forms of anti-social behaviour.
7. **Temporary exclusion** from school where the student stays at home and is the responsibility of parents: this is the most serious punishment (with the exception of permanent exclusion from the school) and is seen as a last resort for any student who is involved in any serious breach of our behaviour policy. During a temporary exclusion of up to five school days, the parents of the excluded student must ensure that the student is not present in a public place during normal school hours without reasonable justification. This legal requirement applies whether or not the student is in the company of the parent. Parents will be informed in writing of an external seclusion or a temporary exclusion from school and copies of the letter are sent to the Chair of Governors. After

the period of seclusion or exclusion the student is brought into school by a parent/guardian for an interview with the Headteacher (or another appropriate member of staff) at which the terms of re-integration are agreed.

8. Measures to support students with additional special needs to ensure they have the opportunity to achieve their full potential. The school will use a variety of additional measures to support students.
9. **Pastoral Support Programme (PSPs)** – students with emerging behaviour concerns or at risk of permanent exclusion from school will be placed on a Pastoral Support Programme in which targets are set and rigorously monitored over a fixed period of time and appropriate support is given. External support agencies as well as our own staff will be involved in providing support for students who need to improve their behaviour/attitude/attendance.
10. **Permanent exclusion (PEX)** – a decision to permanently exclude a student will be taken in response to:
  - Serious breaches of the school’s Behaviour Policy including a very serious one-off offence if allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

The school regards the following as examples of serious breaches of its Behaviour Policy but not limited to:

- Swearing at a member of staff smoking in school uniform/possession of cigarettes, matches, lighters
- Persistent defiance
- Violence/bullying, conduct which brings the school into disrepute
- Theft carrying an offensive weapon (i.e. any weapon, including points and blades which is made, adapted or intended for causing injury
- Vandalism/graffiti
- Truancy
- Serious breaches of the schools, cyber abuse (bullying/racism/intimidation via ICT/internet Code of Conduct mobile phones and/or computers
- Involvement with drugs
- Racism/sexism/homophobia

The school will inform the Police when any offence of a criminal/anti-social nature is committed.

**Restraint** - LPGS does not advocate the use of physical restraint of students. An underlying principle of the Behaviour Policy is to create an ethos where it should not be necessary. Only in exceptional circumstances will physical intervention be used:

- To prevent students from committing a criminal offence
- To prevent students from injuring themselves or others
- To prevent students from causing damage to property, including their own property
- As a last resort, when all other strategies have proved ineffective in preventing a student from engaging in behaviour which disrupts the good order and discipline of the school
- If required to use physical intervention, staff will:
  - Use the minimum force necessary, proportional to the circumstances
  - Use an act of care, and not as punishment

## **Dress Code**

### **Uniform code – Years 7 to 11**

We are a uniformed school. We believe that uniform serves its best purpose when parents and students conform to requirements and accept that fashion items are best for out of school clothes, We ask therefore that parents exercise careful judgement in matters of uniform and that you check any potential purchase’s that might prove to be controversial. Full co-operation with our Uniform Code by parents and students enables staff to concentrate their time and effort on teaching and learning. Parents will always be informed in writing of any changes, actual or proposed, to out uniform.

Where there are items of choice, e.g. for students to wear skirts or trousers, these choices may have to be restricted if deemed necessary for the student to wear the LPGS uniform correctly.

### **Uniform Code – Years 12 and 13**

Sixth Form students do wear a dress code and we ask them to observe this Uniform Code that places the emphasis on a smart appearance which would be suitable in the world of work.

**Rewards**

As with sanctions, rewards are issued and recorded using our information system SIMS.

Students' achievements and positive attributes are also celebrated in assemblies, including the termly achievement assemblies. A variety of certificates and badges are awarded periodically which students wear with pride.

Achievement is intrinsically rewarding and LPGS students understand that they are working for their future life chances and choices.

**Appendix A:** P and C point table to follow



**Appendix A.**