



Behaviour and Relationships Policy

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Introduction

At the Langton we are committed to promoting and developing a positive environment in which every student has access to outstanding education. We believe that positive relationships are the foundation of outstanding teaching and learning in our community, and can create a world-class culture of learning, enquiry and support. Effective behaviour management and relationship development creates a calm yet dynamic learning environment, where our students can become the best versions of themselves, and our staff can enjoy making a difference to the lives of a diverse range of young people.

All staff, students and visitors have the right to feel safe in the community. All members of the school community have the right to fair treatment irrespective of special educational need, disability, health, race, socio-economic group, sexual orientation, religion of belief, pregnancy or maternity, marital status or civil partnership, sex, gender reassignment, or age. Outcomes and consequences of behaviour in this policy therefore comply with the Equality Act 2010 in respect of protected characteristics including students with SEND. All students have a right to learn, and all teachers have a right to teach.

The Langton takes into consideration the needs of the whole school community when sanctions are applied.

Rationale

We expect high standards of behaviour at all times. This facilitates a safe and secure school environment where learning is the overriding priority. Students must accept that they cannot disrupt any other student's learning. We encourage students to take responsibility in managing their own behaviour and developing independence to maximise their learning, both in academic and social terms. There are a substantial number of opportunities associated with belonging to the Langton, and we want every member of the community to access, create and develop these opportunities, for themselves and for each other. We believe that establishing a respectful and supportive culture, where there are clear expectations and boundaries, and with the mechanisms and systems in place to correct, guide and prevent transgressions, ensures that all students can exercise their right to come to school and focus on their studies, free from disruption and free from any form of bullying.

High standards of behaviour are underpinned and supported by our five core values, encapsulated as REACH:

RESPECT – Students will show courtesy and respect to all members of the school, being mindful of their status as representatives in the wider community, as well as their position as a member of a large and diverse group of people, with a variety of beliefs and backgrounds, united in a common aim of self-betterment and learning.

EMPATHY – Looking out for each other and developing positive relationships built on common understanding and interest in different perspectives.

ATTITUDE – Making the most of opportunities and developing a sense of responsibility which aligns with shared principles of hard work and achievement.

COURAGE – Perseverance in the face of difficulty and fear. This can be in an academic or social context and encourages us to act in alignment with our principles and values in the face of adversity.

HONESTY - Acting with integrity and admitting when a mistake has been made. Failure, or a mistake, is an opportunity to learn and do better.

To achieve an ethos of outstanding positive behaviour and culture of trust we expect all staff and students to treat each other with respect and act in line with our five core values. All parents and carers will support the Langton by actively encouraging their children to be respectful of others in their actions and considerate of the decisions and actions of others. The Senior Management Team will support staff consistently across the school and will work tirelessly to promote a culture where staff and students work together for the betterment of all individuals and the community.

Positive behaviour is much more than a product of a system of rewards and sanctions. It is the result of proactive strategies which put positive relationship building between staff and students, and the development of student self-discipline and self-awareness, responsibility and integrity, at the front and centre of our pastoral support offer. The development and practical application of these strategies and interactions mean that students can develop the characteristics, values and skills that enable them to enjoy a full life in society, and lead and guide others in the pursuit of betterment as well.

Students are expected to take responsibility for their own actions and the subsequent consequences of their behaviour. There are systems in school to acknowledge and reward positive behaviour and to promote self-discipline, creativity and a positive mindset. These work in conjunction with a system that sanctions any behaviour that challenges the right of staff and students to teach, learn and feel safe in the community. This includes schemes such as the Student Voice reporting system, whereby students can make reports on problems or issues they encounter and are followed up by staff.

To establish a safe environment focused on outstanding learning outcomes, the school will:

- Create an inclusive, consistent and considerate community where students can learn, and become the best versions of themselves
- Promote a culture of praise and encouragement that provides students with the motivation and confidence to learn successfully, and help students develop self-discipline and self-esteem

- Promote positive relationship building as a foundation for all effective learning and positive behaviours
- Teach students to respect themselves and others and to take responsibility for their own actions and behaviour
- Provide a safe environment where everyone feels welcome, happy and secure, free from disruption, violence, bullying and any form of harassment
- Support teachers and other staff in managing behaviour that hinders learning or the creation of a calm and purposeful environment
- Help students to understand how their behaviour affects others
- Provide students with an informed perspective of society and a strong moral compass
- Expect all staff and senior students to view themselves as, and be, positive role models, providing support where necessary
- Ensure that students and staff treat all members of the school community equally and with mutual respect, regardless of their background or personal characteristics
- Collaborate with parents, carers, and other family members where appropriate to maximise support for an outstanding learning community
- Respond to behaviour issues in a timely and consistent fashion, with an awareness of individual and contextual factors

Responsibilities

The commitment and involvement of all staff, students, parents, and carers is key to creating positive relationships and a culture of learning, underpinned by the five values of respect, empathy, attitude, courage, and honesty.

All staff are expected to:

- Develop and maintain the highest behaviour of students in the school, including in the classroom, corridors, during extra-curricular activities, on school grounds and when off-site
- Apply rewards and sanctions policies and behaviour management and positive relationship development
- Model appropriate language and behaviour towards all members of the community
- Communicate with parents in a timely and clear fashion to provide a balanced, considered, and consistent message about school behaviour expectations and use of sanctions, and taking the time to provide positive messages of student performance through phone calls home, emails or through Arbor
- Effectively use the school's rewards policy to promote positive behaviour and reward positive outcomes

Reporting

The reporting of behaviour that is not consistent with our core principles of REACH and academic excellence is the responsibility of all members of our community so that we can ensure that all matters are addressed promptly and to prevent any further issues. This is particularly important in relation to the protected characteristics as outlined in the Equality Act 2010, especially regarding contemporary issues highlighted around sexism and sexual harassment in schools, and regarding issues of racial discrimination and prejudice. Sexual harassment is defined as unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour interfering with clothes, or online harassment of a sexual nature. Racial discrimination is defined as any discrimination, bias, prejudice, or negative conduct toward a member of the community which is based on heritage, skin colour, ethnic background, or race.

Rewards and recognition for appropriate behaviour

Students are encouraged to strive for excellence and promote REACH values in all that they do, and where there are opportunities to recognise and reward these efforts and achievements, the school will reward students using merits, certificates, communication with parents and other school rewards.

We celebrate successes informally, privately, and publicly. Examples include private encouragement, the display of students' work, selection to represent the school in the many different sports teams, music groups, drama productions and at school events, and praise in assemblies, the presentation of certificates and awards at Awards Evenings, and so on.

Consequences for behaviour inconsistent with expectations

Where students' behaviour does not meet our expectations, students should expect there to be a consequence for their actions. At the lowest level, this may be a conversation about their behaviour with the best-placed member of staff, whether that be a teacher, Form Tutor, or Head of Year. Depending on the severity and frequency of the negative behaviour, a clear hierarchy of consequences will be applied. It is key that this is a proportionate and reasoned response, with the additional consideration of a restorative element as an outcome to repair relationships and rebuild trust. The key idea is that a consequence is clear, linked to a behaviour, applied fairly and with a view to a future change in that student's behaviour.

Sanctions scheme

Further details of the 'Strike' system, and how it should be applied, can be found in Appendix 1. The Strike system offers a sliding scale of increased sanction response, signalling to a student that they are failing to adhere to school expectations and outlining further consequences if behaviour is not amended. Note that strikes are not the initial method of ensuring effective learning in the classroom. Positive relationships,

and a blend of challenge and support, are the primary means by which a teacher at the Langton will deliver outstanding teaching which leads to excellent learning outcomes.

Support

A range of methods will be utilised to help students that are failing to meet expectations. Where a student is struggling to maintain positive behaviours over time, they may be asked to meet their Head of Year and set targets for improvement. This may be formalised into a report so that progress is monitored, and goals can be adjusted. The pastoral team may also use mentors, specialist adult intervention, or convene a complex case panel to consider other bespoke measures to get a student back on track. Student behaviour also feeds into the mentoring (at Key Stage 3) and coaching (Key Stage 4) schemes, so that students can receive feedback from staff and be supported in understanding consequences to theirs and others' learning. The Pastoral Lead will consult with staff and parents to consider individual needs and lead on issues of conflict resolution and bespoke support programmes.

Reconciliation and repair of relationships

Restorative practice works alongside the sanctions scheme and is key to ensuring that trust and positive relationships can foster independence and responsibility. Simply sanctioning a student will not provide the framework whereby they can understand the impact of their actions on others and their future selves. Restorative practice aims to create, define and explore that framework so that students can develop emotionally and socially and build that important sense of integrity and mutual respect. The school encourages meetings between those harmed and those responsible, so that impacts can be discussed and understood. Students will in more serious transgressions be asked to attend Community Restoration Meetings following a serious sanction.

When a student receives one or two strikes in a lesson, the teacher will ask the student to remain behind for a moment and explain again the infraction(s), the consequences and effects on teaching and learning, and refer the student back to their classroom expectations, telling them what is expected in the next lesson. The student will be expected to listen carefully and make a commitment to ensure the infraction is not repeated. A follow-up meeting with the relevant Head of year will also take place to ensure the student understands what went wrong, their responsibility, and their commitment to change.

If a student receives three strikes in a lesson, they will be asked to leave the classroom and report immediately to the Assistant Headteacher (Pastoral). If they are not available immediately, the student will report to reception and explain their circumstances. They will then wait for the Assistant Headteacher, or other senior member of staff, to be available, who will then judge next steps, in terms of withdrawal from lessons, and restorative meetings with the teacher or other member of staff.

Detentions

Detentions can be useful as a consequence for an error or misdemeanour. Losing free time allows students to reflect on their behaviour and ensure that students meet expectations in the future. The school uses break, lunch and after school detentions.

Community Restoration Meetings take place in a student's lunch hour but are a different form of outcome that is focused on learning rather than punishment. It should be noted that lunchtime Learning Support sessions (awarded for poor, incomplete or late homework) are not detentions either, but rather supportive sessions that aim to help students who are struggling to complete homework to the expected standard.

Suspensions from learning

The school will take the decision to prevent a student from taking part in their normal lessons only where necessary. Typically, this is undertaken where the student's presence in lessons is having a significant impact on the learning of others. They may have received three strikes from their teacher during a lesson, for example.

It may only be for that lesson, to allow the student to regain calm and perspective, or from a sequence of lessons in a particular subject. Occasionally, a suspension from learning or social time may be issued to enable the maintenance of high standards of behaviour while minimising the disruption on the student's learning. It may also be used as a temporary measure while serious behaviour incidents are fully investigated.

Suspensions

These sanctions may be used in more serious breaches of our core values of REACH, typically for actions which compromise the safety, welfare, and property of those in the community. For behaviour outside the school, such sanctions may still apply if there is a clear link between that behaviour and maintaining good behaviour and welfare among the student body as a whole. This will be a matter of judgment for the Headteacher and Assistant Headteacher (Pastoral).

In most cases of suspension, we will require the student to attend Canterbury Academy's Reflection Unit to ensure that they are supervised appropriately and complete work that we have organised and collected.

Permanent exclusion

This is the final and most serious consequence of students' actions. It will be used only as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school. The decision to permanently exclude a student must be lawful, reasonable, and fair. The Langton will investigate the feasibility of a Directed Transfer of Provision in an effort to avoid permanent suspension where appropriate.

In accordance with national and local guidelines a student may be permanently excluded from school if they are involved in incidents within, but not limited to, the following:

- Sale or distribution, possession or use of drugs or any other illegal substances in school
- Extreme violence towards students or staff
- Being in possession of a weapon

- Persistent disruptive behaviour where despite intervention, unacceptable behaviour continues

Permanent exclusion can only be sanctioned by the Headteacher.

Multi-agency work

The Langton will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, or whether they would benefit from expert input from specialist staff such as an educational psychologist, wellbeing mentor, behaviour support specialist or drugs counsellor. Where this may be the case, the school will make referrals with parental consent where necessary. If a student is believed to be at risk of serious harm, the school's Safeguarding Policy will be followed. The school will seek support as appropriate to the student's needs to ensure they are able to successfully function within the school community.

Equal Opportunities and Special Educational Needs and Disability (SEND)

Equal access to learning is a core principle of the school's approach and as a consequence reasonable adjustment for SEND students with specific needs will be made. In accordance with the Equalities Act (2010) students with specific needs are to be given equal access to learning activities, including off-site and extra-curricular activities. The Langton will endeavour to support such students and ensure reasonable adjustments are made.

The school is committed to identifying and supporting the behaviour needs of all students and recognises that all students may experience emotional and behavioural difficulties on occasion that require specific guidance and support. The Langton has high expectations of all its students; however, we acknowledge that students with SEND may require additional guidance and explanation to help them meet expectations. We also acknowledge that fair treatment may mean that consequences or sanctions may have to be modified accordingly.

Communication with parents

The Langton will endeavour to maintain open lines of communication with parents at all times. Incidents of behaviour that result in sanctions being applied will usually be communicated directly, either through email or by telephone.

Parents are given notice 24 hours in advance of any after school detention and can request a change to the date if needed. When a student progresses to a more serious level of sanction, parents are invited to discuss the behaviour with the relevant middle or senior leader and if appropriate, to participate in planning any behaviour interventions. A Return to School meeting for parents and the student to attend with the

Assistant Headteacher will always be required before a student can return to the school after a suspension.

Parents are expected to treat all members of the school community with respect. The Home School Agreement outlines how parents can support the school to provide the best possible education for their child.

Monitoring and Review

The school will regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Links to other policies and documents

This policy links with several other school policies and documents, including:

- The Anti-Bullying Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Staff Discipline and Conduct Policy
- Home School Agreement
- DfE (Department for Education) document (2022): *Searching, Screening and Confiscation: Advice for schools*
- DfE document (2024): *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*
- DfE document (2023): *Use of reasonable force and restrictive practices in schools*

Appendix 1 – How to (not) give a strike

The ideal outcome behaviour-wise in a lesson is that a strike is not needed; the class are on task, well engaged and working hard on whatever material, content or task has been provided. Sometimes strikes are necessary, but they should not be the first tool used. Strikes can cause elevated levels of stress and anxiety for some students, and in any year group, if not situated in a clear context of classroom rules and routines which have been clearly communicated. They can also cause resentment if not applied carefully and with a specific purpose in mind. They are a withdrawal from the student's 'emotional bank account'¹

A strike must be awarded in a calm, clear and concise manner. Name the behaviour, remind the student what the expectation is, give the strike, and then walk away or get on with the lesson. Secondary behaviours that result from the strike can be avoided by following the above.

There are three phases:

1. Before (not) giving a strike (i.e. do this so that a strike is less likely to be necessary)
2. The strike being given (if it is necessary even after phase 1; sometimes this is unavoidable)
3. After the strike

1. The Proactive Phase

Before (not) giving the strike is the proactive phase. Here teachers are developing relationships and making small but regular deposits in the students' individual emotional bank accounts. Greeting at the door, initiating conversation, commenting positively on uniform, and challenging others. Links to the last lesson, giving some individual feedback on some recently marked work, asking if that student brought his textbook this time and so on are all useful for building up a 'trust reserve'. Other proactive strategies include: the use of a seating plan which is reviewed in light of class dynamics; establishing bottom-line routines with the class such as how to ask a question, how to respond to a call for silence, homework expectations, what equipment is needed and so on. These routines should be repeated until the class does it naturally and to the teacher's high expectations.

2. Giving a strike

A strike can be awarded according to the following maxim: any behaviour which stops a teacher from teaching, or stops a student from learning, as long as the proactive phase has been completed or at least initiated. Strikes can also be given for antisocial behaviour around the school, and for incorrect uniform. Teachers must be clear on what has gone wrong, what needs to happen instead, that the consequence is a strike and that is the end of the matter. Secondary questions should be directed to the end of the lesson, and the lesson resumed (or everyone goes on their way if outside a classroom

¹ Adapted from Stephen R. Covey, *The 7 Habits of Highly Effective People* (1989): 'A metaphor that describes the amount of trust that's been built up in a relationship. It's the feeling of safeness you have with another human being.' (p. 188)

context). Students will be reminded that there are further consequences of more strikes if they do not comply. For most students that will suffice, and the focus can return to what is important: teaching and learning.

3. After the strike is given

At the end of the lesson, the student will be asked to remain behind to speak with the teacher, who will spend 20-30 seconds outlining the issue, the possible consequences if not challenged, and reaffirming the expectation of improvement next time (the student can be reminded of this at the next greet at the door opportunity). Heads of Year will see that student too, to check a student's understanding of what happened and what needs to change, but it is natural for the student to want to feel a sense of closure at the end of the lesson too. The more positive that closure, the less likely it will lead to further problems, or more negative behaviours, and potentially more strikes in other lessons, for that student during the rest of the day.

It is worth repeating that an ideal lesson will not require a strike, but in practical terms, it can be a useful strategy when the hard work of teaching and reminding and repeating expectations has been done. If the strike system is used without building that first, it can lead to a deficit in the emotional bank account and be a source of further problems in future.

Appendix 2 – What we all need to do

Teachers and staff need to do this

- Work to maintain the highest expectations of students in their academic work and personal conduct, so that they can be the best version of themselves
- Apply disciplinary measures firmly but also justly, openly and supportive of longer-term outcomes
- Accept that students make mistakes and are never treated in ways that are demeaning or intimidating or for solely punitive reasons
- Be calm, clear and consistent in your application of discipline, whilst recognising that young people make mistakes, and care should be taken to show them the right way
- Be assertive in your body language and own the space around you
- Model the behaviours you wish to see in the community
- Have that restorative conversation at the end of the lesson if you have given strikes, using the relevant micro script if needed
- Take ownership of problematic behaviours that you see in your classroom and in the wider community, apply the right level of challenge, and follow the situation through to completion
- Catch students doing the right thing but challenge poor behaviour every time
- Be positive and proactive in your development of relationships with the students in front of you - your best behaviour management tool is the skilful and nuanced control of your authority as a teacher blended with positive regard and reinforcement. A strategy such as 'Greeting at the door' can be a simple yet effective method of proactive behaviour management

Students need to do this

- Understand how the school values of Respect, Empathy, Attitude, Courage and Honesty apply in every situation in the present moment and can guide you to future success
- Respond positively to challenge and ask for support if needed, so that behaviour change is possible
- Show your understanding of our expectations by rising to them, or asking how to do so, and then trying to go above and beyond, aiming to be the best version of yourselves
- Show that you are ready to learn at the start of every lesson and do the basics of school life: get to school and lessons in good time, wear the uniform with pride, work hard and work smart
- Respect the rights of every student to learn, of every teacher to teach, and every member of the school to go about their day without fear of prejudice or hostility

The Senior Management Team will do this

- Fully support teachers and support staff to deliver the expectations outlined above in section 1, including backing teachers 100% *as long as those expectations are followed*
- Ensure there is a member of SMT on call during the school day
- Regularly teach, model, proclaim and recount the habits of study, behaviour and personal development needed so that students can be the best version of themselves
- Closely monitor sanctions to see if students are fulfilling the expectation that they respond positively to challenge and correction, and...
- ... Intervene when they do not, implementing behavioural programmes designed to support and challenge students that have deeper behavioural, emotional or developmental needs
- Be available for advice and support in issues of behaviour management and leadership
- Give regular, supportive and honest feedback on how we are doing as individuals and a group of adults leading a large cohort of young people
- Develop a programme of CPD that expands our range of tools to lead behaviour in the school