LANGTREE SCHOOL TRUSTEES' BEHAVIOUR POLICY

THE LANGTREE SCHOOL ACADEMY TRUST
COMPANY AN EXEMPT CHARITY LIMITED BY
GUARANTEE COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company ("TLSATC") any reference to Langtree School, School, Trustees of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Head Teacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:				
RECOMMENDED		**STATUTORY**		✔
DATE OF THIS POLICY			**June 2026**	
REVIEW FREQUENCY		**Annually**		
REVIEW DUE			**June 2027**	
COMMITTEE		**Pastoral & Community**		
Signed: Chair of Trustees				
Behaviour Policy June 2026				

Trustees Behaviour Policy Written Statement

The Trustees of Langtree School fully support the Head Teacher in the creation and implementation of this Behaviour Policy which focuses on our core value of Putting Learning First with Courtesy, Integrity and Respect. The Trustees aim to create a calm and safe environment where learning is a priority, where each student has the right to learn, and where self discipline and the proper regard for authority are promoted. We expect high standards of behaviour, and we expect high standards of teaching and learning as these promote good behaviour. Good behaviour is essential to allow all our students to thrive academically and socially, and to prepare them for life beyond their time at our school. No student will be allowed to behave in a manner which adversely affects the learning opportunities of others, although in the application of rewards and sanctions, reasonable adjustments may be made where students are vulnerable for any reason, belong to groups with protected characteristics , or have SEND. We expect students to uphold the good reputation of the school when on school trips and visits, outside the school premises , and in the wider community. This includes travelling to and from school.

We expect school staff, carers , parents and students to work together to support these behaviour principles. The School will enable all staff to understand and learn how to implement the policy and more generally, how to manage behaviour. Teachers will ensure that students know what is expected of them. The Head Teacher and Pastoral Team will consider feedback on the effectiveness of the policy from all stakeholders, and will monitor how staff implement the policy taking particular account of any disproportionate adverse impact it may have on specific groups of students.
This statement will be reviewed annually by the full Board of Trustees. The Behaviour Policy will be reviewed annually by the Head Teacher

The Pastoral and Community Committee will ensure that these actions take place

Roles and Responsibilities

Teachers are expected to:

- encourage and model the school values and the Classroom Code of Conduct (Appendix A)
- use the Classroom Code of Conduct to refer to students' conduct when they are not conforming, to support student- specific understanding of what they are getting right.
- plan to teach engaging lessons and set classwork and homework that allows all students to feel supported and challenged in their learning
- celebrate and recognise achievement in all its forms through consistent formal and informal systems so that students feel positive about themselves and their work
- model high levels of professional conduct through following the teacher standards
- encourage high standards of behaviour and follow appropriate, consistent sanctions when this is not adhered to
- seek to understand what drives poor behaviour

Students are expected to

- demonstrate the School's core values of Courtesy, Integrity and Respect in everything they do
- adhere to the Classroom Code of Conduct (Appendix A)
- take responsibility to put things right when they go wrong
- promote an environment where each student has the right to learn and where the right of other students to learn effectively is respected both in and out of the classroom
- put learning at the top of their priorities within their school lives
- develop good working habits so that they can become independent, effective and reliable learners, taking an increasingly autonomous role into adulthood

- behave in a way which allows others to learn
- move around the school in a considerate and orderly manner
- participate in a process of sanctions and reflection when any of the above has been breached

Parents and guardians are expected to:

- adhere to the Home School Agreement
- support the School's core values of Courtesy, Integrity and Respect in all their dealings with the school
- provide their child with effective working conditions at home, taking an active interest both in their work in school and homework
- regularly review Satchel One to support learning at home
- regularly review Satchel One to support behaviour
- study the Curriculum Plans and provide materials, support and opportunities for further study and understanding
- ensure that letters, the weekly bulletin and other communications are read and actioned where appropriate
- support the School in the implementation of this policy
- communicate any difficulties adhering to these expectations to an appropriate member of staff

Putting Learning First: Rewards

Teachers are expected to use praise where appropriate as an incentive for learning and to recognise achievement, effort and progress in all areas of their work. Teachers to ensure achievements are updated on Satchel:one.

Rewards may include:

- Verbal praise and recognition
- Positive Behaviour Points (to be celebrated termly)
- Postcards / letters / emails home
- Trips / special events for class or year groups
- Outstanding Attitude to Learning certificates
- Learning Star Certificates - for improved Attitude to Learning
- Langtree Challenge Awards (Bronze, Silver, Gold)
- Head Teacher Commendations

Certificate	Positive Behaviour Points
Diamond	250 Achievement Point
Platinum	180 Achievement Point
Gold	120 Achievement Point
Silver	70 Achievement Point
Bronze	30 Achievement Point

Monitoring and supporting students

In order to support students who are not putting their learning first, Langtree adopts a range of monitoring systems. They are not sequential and a student will be placed on the most appropriate one depending on their behaviour.

Student report	Students are encouraged to monitor and regulate their own behaviour. Through a discussion with their tutor or Head of Year, a Student Report may be deemed appropriate. This report allows the students to reflect on their attitude to learning and see if they can make the right choices independently
Tutor report	Through a discussion with their tutor or Head of Year, a Tutor Report may be deemed appropriate. This report allows the students to reflect on their attitude to learning and see if they can make the right choices with the guidance of their tutor.
Head of Year	Through a discussion with their Head of Year, a Head of Year Report may be deemed appropriate. This will be for those students who have not put their behaviour right whilst on Tutor report. The Head of Year will ensure that the student attends any detentions given, or give detentions when they have not met their targets.
Senior Leader Teacher (SLT)	Students are placed on a SLT report for serious or persistent breaches to the code of conduct and our core values of Courtesy, Respect and Integrity. More serious sanctions such as lunchtime detentions, SLT detentions and being withdrawn from lessons may be imposed.
Pastoral Support Plan	This is a more intensive support package. Parent/s and students will be expected to meet the lead teacher every 2 weeks and set and review targets. This will aim to cover a 6 week period with 3 meetings.

Putting Learning First: Sanctions

Detentions - a student may be given a break, lunch or after school detention. See Appendix B for details. Parents will be informed of an after school detention by letter or telephone.
Detentions take precedence over sporting fixtures, clubs or extra-curricular activities.

Withdrawn from lessons pending investigation- a student may be withdrawn from lessons pending investigation. Work will be provided and statements collected from students and teachers. When an investigation has been completed, a student may be withdrawn from lessons as part of their sanction.

Withdrawn from lesson/s- a student may be withdrawn from lessons for breach of social conduct at the stage prior to suspension, to offer support and as a preventative measure.
A student may be removed from a lesson if their behaviour is preventing teaching and learning from taking place, and the student is not responding to the teacher's expectations. They will also be removed if there are serious breaches of our code of conduct. The student will be supplied work for that lesson and will be given a quiet space to work and reflect on their behaviour. If the student is calm and is able to put their learning first, they may be able to return to classes. If a student is taken out of two lessons during the day, then they will be out of lessons for the rest of the day to give the student, their HOY or SLT time to reflect on what is needed in order for effective learning to take place. When a student has been withdrawn from a lesson, they may receive a Senior Leader Teacher (SLT) detention.
When a student is withdrawn from lessons, parents will be contacted. Students will be asked to take the appropriate equipment from their bag to complete work and leave their bag with a member of staff/in a separate room.

Suspension - a student will be required to stay at home for one or more fixed periods up to a maximum of 45 days as a result of a serious breach of the Classroom Code of Conduct. A Suspension is also considered appropriate if a student brings any materials used for smoking / vaping onto the school site. Students will be expected to complete work. Students are required by law to stay at home during the hours of 9am - 3.30pm and be under the supervision of a parent / carer. The student must not enter the school site for the duration of their suspension. Parents of a student on a suspension will receive a formal letter from the Head Teacher. The student must complete the electronic reflection survey and submit that prior to returning to school. On returning to school, a reintegration meeting will take place with parents and the student. Following this discussion, the student may be placed on SLT report or a Pastoral Support plan.

Permanent Exclusions (PEX) will be considered by the Head Teacher for:

- a serious breach of the Classroom Code of Conduct such as an isolated incident of excessive violence towards a student or any member of our school community
- actual or threatened violence against a student or member of staff
- supplying, dealing or using drugs at any time during the extended school day, on or off site (including bringing drugs or drug related paraphernalia onto the school site)
- carrying a dangerous weapon
- continued poor behaviour following a final written warning of permanent exclusion when all other steps to encourage and support the student to follow school expectations have failed

The Head Teacher will make an informed decision regarding sanctions for a serious breach of conduct based on the balance of probabilities rather than proving beyond reasonable doubt whether a student is guilty of an offence. This list is not exhaustive and there may be other instances which are considered grounds for permanent exclusion by the Head Teacher.

The Department for Education's statutory guidance for permanently excluding a student will be followed in all cases. Parents of a student being permanently excluded will receive a formal letter from the Head Teacher.

Reasonable adjustments

The school recognises that some students are vulnerable for a variety of reasons and this may affect their progress and how they behave in school. For these students, the school will strive to make reasonable adjustments within a mainstream setting to enable them to meet our expectations. When managing the behaviour of students who are deemed as having additional needs the school will follow the DfE guidance on improving behaviour and attendance. The school acts in accordance with the legal duties stated in the Equalities Act 2010 and the Children and Families Act 2014. However, no student at the school is exempt from the Behaviour Policy and students will be sanctioned, as required, in order to maintain good order and to help them learn how to regulate their own behaviour.

The school recognises that vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy. However, although reasonable adjustments can be made, no student can operate outside the bounds of this policy

Strategies and procedures need to be implemented fairly and consistently. It is recognised that each situation needs to be dealt with on an individual basis; there is not a 'one size fits all' solution. Further, some logical strategies fail while more unorthodox ones work. So, it is important to appreciate the unpredictable nature of a child's reaction when deciding which strategy to employ. However, the school will not normally enter into negotiation with parents/carers as to the nature and type of sanction imposed.

Putting Learning First: Uniform and Jewellery

Students should wear full school uniform with pride at all times including when travelling to and from home. School uniform helps to foster a sense of belonging and reflect that students are respecting school rules. We believe that school uniform also detracts from the pressure of what to wear and ensures that students look the same regardless of parental income. If a student is unable to wear the correct uniform, they must have a note from home to be signed by their HOY before 8.40am. Students who are not wearing the correct uniform and who do not have a parental note will be sanctioned initially with a break detention.

If students choose to wear an item of jewellery for genuine religious reasons, this must be kept hidden beneath their school shirt. Headscarves or other religious head coverings must be plain navy blue, white or black. Headscarves should be folded under the chin, taken round to the back of the neck & the ends tucked in, to conform to health & safety requirements.

Pierced ears may be protected by the wearing of a single plain discreet stud in each ear- either in the ear lobe or the helix. Other items of jewellery should be removed or they may be confiscated if seen. Students can collect confiscated items from the school office at the end of day on Friday. If parents wish, they can come

and collect confiscated items earlier. Students should not bring in any sentimental, or expensive, items of jewellery into school. Gel and acrylic nails are not permitted - students will be asked to remove these and their social times removed until this is done. If students persist in breaking these rules, students may be withdrawn from lessons and social times. Hair colour should be natural - if dyed an unnatural colour, their social time will be removed until a natural colour has been restored. Discreet make-up may be worn. If make-up is indiscreet, students will be asked to remove this, or they will be placed in break detentions.

Putting Learning First: Mobile Phones

For our rules about mobile phones, please see our mobile phone policy.

Confiscation of Inappropriate and Prohibited Items

Members of staff have the right to confiscate a student's property so long as it is reasonable in the circumstances. Any confiscated items (such as jewellery, phones, headphones, make-up, football etc) should be stored in the school office for students to collect. If students persistently have items confiscated, we will ask their parents to collect the items at a convenient time.

Energy drinks such as Red Bull and Monster are not allowed at Langtree and will be confiscated.

Searching, screening and confiscation procedures will be carried out in accordance with the Department of Education guidelines July 2022.

Prohibited items

If we believe that a student is in possession of a prohibited item, the Violent Crime Reduction Act (2006) supports the Head Teacher, and staff authorised by them, to request that the student empties their bags, the contents of their lockers and pockets. If the student refuses to do this, members of the Senior Leadership Team have a statutory power under DfE guidance Behaviour and Discipline in Schools (2016) to search students or their possessions, without consent, if staff have a reasonable suspicion that the student may be in possession of a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes, e-cigarettes, nicotine pouches/snuff/snuff tobacco, cigarette papers, any nicotine products or smoking paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the student).
- any item banned by the school

We will confiscate any prohibited item found as a result of a search and appropriate sanctions will be given. The police will be informed if any illegal items are found. All prohibited items confiscated will be secured in the Head Teacher's office.

Using Reasonable Force

At Langtree, we would always seek to avoid any physical contact or restrictive intervention with students. However, there may be times when a staff member believes that using reasonable force is appropriate, for example, to prevent students from hurting themselves or others, committing an offence or damaging property. There is no obligation or expectation for any member of staff to use physical restraint if they do not feel confident to do so. Further information on using reasonable force is set out by the Department of Education in their guidance: Restrictive interventions. including use of reasonable force, in schools April 2026.

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Malicious Allegations

Where a student makes an allegation against a member of staff, or a student, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation against a member of staff is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO) where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Appendix A

Classroom Code of Conduct

If we are all serious about

'Putting Learning First'

we all need to:

Be prepared for learning
This means always have your books and the correct equipment for the lesson – and be on time!



Be respectful of all staff
This means following staff instructions without challenge. Show courtesy to all adults.

Be respectful of other learners
Be prepared to listen to the views of others with consideration, even when you hold a different opinion.



Be respectful of the school buildings
This means look after your learning environment; be respectful of your school's facilities.

Be proud of yourself and your work
This means make the very best effort you can. Make a positive contribution and produce work which you are proud of.

Be responsible for your learning outside the lesson
This means handing completed homework in on time and using Satchel to catch up yourself if you are absent.



Show integrity
This means being honest and doing the right thing, even if this is difficult. If something goes wrong, put it right.

Our core values are

Courtesy, Respect, Integrity

Take them with you everywhere

Appendix B - Example of Disciplinary Procedures

Behaviour	Outcome
Breach of uniform rules, lack of equipment, chewing gum.	10 minute Break Detention. Failure to attend will result in more serious sanctions HOY / Tutor to monitor this in order to identify any pastoral issues and work with families to support learning.
Lack of Homework or poor quality of Homework	The teacher to give a detention. Students may be given a lunch time (25 minutes) detention where they will use the ICT facilities and have a member of staff to help them with their work should they need help.
Low level disruption to learning	The teacher corrects behaviour, issues a warning and gives a clear instruction of how the student should behave.
Continued low level disruption to learning	The teacher may: ● move the student within class if appropriate ● remove the student from the lesson briefly and speak to them outside. ● issue a second warning ● Student may be given a 5-10 minute detention
Persistent disruption to learning	Teacher removes the student from class and sends them to the Head of Department or teacher may request patrol to support HOD issues Departmental detention and records on Satchel - 30 minutes detention
Serious disruption to learning	HOD requests Patrol support. The student receives SLT detention - 1 hour after school. A letter will be sent home to inform parents of a student's detention in order to arrange transport. Failure to attend a SLT detention may result in being withdrawn from lessons and social times the following day. The student may be withdrawn from other lessons if staff do not feel that they are able to put their learning first.
Violent behaviour, abusive language, serious breach of class conduct ; wilful defiance	Teachers/ HOD request support from the Patrol system. Note to be sent to the school office, member of staff to collect the student and remove the student from lesson/s. As a result, students may: ● be withdrawn from lessons pending further investigation ● be withdrawn from lessons for a fixed period ● be given a Senior Leadership Detention - 1 hour. ● be suspended ● be asked to participate in a meeting with the class teacher and a member of SLT to re-establish the School rules.
Further serious breach of misconduct: unacceptable social conduct, language, consistently poor attitude to learning, violent conduct.	Suspension or Exclusion

Disciplinary Sanctions

It is necessary for certain sanctions to be available to the school in order that we maintain the high standards which the school promotes. In general, experience has shown that the vast majority of students do adhere to the rules and respect the aims of the school but, where necessary, specific sanctions sometimes have to be applied.

The purpose of the sanction will be to impress on the student that what they have done is wrong; and to support them from repeating that behaviour.

The promotion of a positive culture is vital where students see the value of intrinsic rewards and sanctions are regarded as reactive behaviour management tools. Behaviour for learning strategies (self- discipline), which the school constantly seeks to embed in each student, is a proactive behaviour management strategy.

When sanctions are invoked, students must understand the reason why what they have done is unacceptable, how they can put it right and how they would behave next time.

- At any time a member of staff can use their professional judgement to use a sanction appropriate to the misdemeanour.
- Failure to attend a detention leads to referral to the next level.
- It is the student's responsibility to notify their teachers of any detention clashes
- Failure to attend a Senior Staff detention will lead to referral to the DHT/ Head Teacher - the most likely outcome would be that a student is withdrawn from lessons and social times the following day
- If students are poorly behaved whilst in detention the detention is curtailed and referral is made to the next level or a more serious sanction is imposed.

Teachers are required to model exemplary, professional behaviour based on the School's core values of Courtesy, Respect and Integrity at all times in the application of this policy.

Useful links

School Uniform: http://www.langtreeschool.com/uniform/
https://langtreeschool.com/equipment-required-everyday/
https://langtreeschool.com/non-school-uniform-dress-code/
Reasonable force: https://www.gov.uk/government/publications/use-of-reasonable-force-in schools
Screening and confiscating: https://www.gov.uk/government/publications/searching-screening-and-confiscation
Behaviour and discipline in schools 2016 Department for Education

Other Related Policies

- SEND policy
- Anti-Bullying Policy
- Trips and visits policy
- Mobile Phone Policy