

LONGLEY PARK SIXTH FORM ACADEMY BEHAVIOUR POLICY

January 2024



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1 Introduction

- 1.1 Brigantia Learning Trust’s (“the Trust’s”) behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its academies. Good behaviour and self-discipline leads to effective learning and helps prepare young people and young people for life beyond the academy gate and by creating excellence together through a culture of care will personify the trust values of Ambition, Care, Confidence, Creativity, Integrity and Respect.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our students, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust’s exclusions and suspensions policy, anti-bullying policy, SEND and Child Protection and Safeguarding policy 2023/2024, all of which can be found on the Trust’s websites. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment;
- maximise the quality of the learning experience for all students enabling everyone to learn effectively;



- enable students to understand the implications of their behaviour, to manage their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the Trust community. The Trust uses Arbor and CPOMS to track and monitor student behaviour and to keep parents/carers updated about student behaviour. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:

- 3.2.1 whether the student is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing academy uniform or is in some other way identifiable as a student at the academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the academy and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Trust Executive and Trust Extended Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from students attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO, Director of Education and Executive Principals to account for its implementation. Trustees will ensure that they and AAC Chairs receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.



4.2 The Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back through the Director of Education to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Academy Advisory Council

AAC members in each academy will review the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural sanctions and support put in place for students at the respective academy. AAC members will receive relevant data, be updated on suspension and exclusion figures and act as a point of challenge for decisions taken by the Principal.

4.4 Principal

Each academy Principal will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently and searches are carried out lawfully. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- model positive behaviours and language to all students, staff and community members always.
- communicate the contents of this policy to all students and parents to ensure that the Trust's expectations are transparent to all students and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by a variety of ways including assemblies, tutorial, student induction to the parental newsletters and websites;
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face (e.g., LAC);
- make reasonable adjustments for disabled students as required;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge students to meet the academy expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the student's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;



- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- recognise and report behaviours and patterns of behaviours which may indicate safeguarding and/or child protection concerns;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
 - more frequent engagement with parents (meetings and phone calls);
 - home visits;
 - mentoring and coaching;
 - engagement with wellbeing;
 - personalised intervention plans;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
 - designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within (e.g. My Plan);
- contact parents if there is a problem with attendance, punctuality and about any concerns or problems that affect their child's work or behaviour
- Inform parents of their child's/young persons progress using Sixth Form Systems, including termly grade predictions and RAG rating process. Parents evenings will also be arranged to discuss the students progress.
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents

Parents play an important role in ensuring good behaviour from their young people. Parents are expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- work with the academy in support of their child's learning;
- attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the academy in writing of any medication their child needs to take (see the "Supporting young people with medical needs" policy);
- support their child in home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and



4.7 Students

The rights and responsibilities of students are set out in [Appendix 1](#) to this policy along with a list of the academy rules to which all students must adhere. Reminders of the academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy. Students are expected to have a positive attitude and maintain high expectations for themselves.

Students must sign the academy's learner agreement upon enrolment.

5 Rewards

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Please see [Appendix 2](#) for more information.

Rewards are as follows:

- Praise post-cards
- Certificates
- Outdoor activities (sport, competition, and well-being)
- Attendance to events/fixtures (when available)
- Attitude to Learning rewards
- Attendance rewards
- Trips
- Reward ceremonies

We believe that every student at Longley Park Sixth Form Academy is with us to develop their ambition, character, resilience, and determination.

6 Sanctions

Where a student's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of students and staff and to restore a calm environment. The academy will impose sanctions in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational, child protection or safeguarding needs or disability and any religious requirements.

- 6.1 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. The Academy operates an engagement and conduct process which comprises of five stages, however if evidence presented deems escalation to the final stage, the academy reserves the right to do so ([Appendix 3](#))
- 6.2 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to



communicate with parents regarding students' behaviour when necessary. When a formal sanction is imposed, parents will be informed.

- 6.3 The academy encourages a restorative approach and students are encouraged and supported to repair and restore their relationship with their peer group and/or to staff through mediation.
- 6.4 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.
- 6.5 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all students will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances (this is not a definitive list but gives example of the types of behaviour which would warrant formal sanction:
- verbal abuse to staff and others
 - verbal abuse to students
 - physical abuse to/attack on staff
 - physical abuse to/attack on students
 - any form of bullying (to the extent not covered above)
 - indecent behaviour
 - damage to property
 - gambling on academy property
 - recording or taking images of students or staff without their express consent
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
 - theft
 - serious actual or threatened violence against another student or a member of staff
 - sexual abuse or assault, including sharing of nudes and up skirting
 - carrying an offensive weapon
 - arson
 - unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour
 - malicious allegations against staff
 - racist, sexist, homophobic or other forms of discriminatory behaviour
 - persistent truancy/lateness
 - possession of items prohibited under the academy rules (see Annex).
- 6.6 Suspensions whilst investigating an incident will be used with reason and proportionality. Withdrawal from Sixth Form will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the academy would seriously harm the education or welfare of the



student or others in the academy. The academy will follow the Guidance set out in Appendix 5 when taking a decision to suspend or withdraw.

7 Students with Special Educational Needs and/or Disabilities

- 7.1 In the context of this policy, a child is considered to have SEND if they are on the SSG and they:
- have difficulties in learning which are significantly greater than the majority of other students of the same age; or
 - have a disability which prevents or limits them from accessing the curriculum; or
 - have behavioural, emotional or social difficulties which impact adversely on their learning and progress
- 7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective academy on the facts of the situation.
- 7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps/EHCP or My plan will be used for young people with SEND whose condition causes them to display challenging behaviour and advice will be sought from appropriate external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's and relevant academy's special educational needs policy/ SEN Information Report for more information.
- 7.4 The respective academy will as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
 - adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
 - adjusting uniform requirements for a student with sensory issues or who has severe eczema;
 - training for staff in understanding conditions such as autism.
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.



8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In the Sixth Form Academy, students who have witnessed the behaviour will be asked to provide written, signed and dated statements. Students who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. In all cases a template witness form is annexed. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the academy will ensure that a responsible adult is always present and will inform the student's parents of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.
- 8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the academy.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by Each academy (Associate) Principal or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.
- 9.2 Each academy Principal (or delegate) will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). Each academy Principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one



which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

- 9.4 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.
- 9.5 In each academy, the principal and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective academy rules (e.g mobile phones). Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder this must be authorised by the Principal or Director of Education and the DSL informed.

- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff
- 9.7 When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on academy students can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the student(s) involved



and will advocate for student wellbeing at all times. Before calling police into the academy, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Strip searches will not take place on any academy site, unless there are exceptional circumstances which warrant immediate police action. Authorisation for this should be sought from the CEO.

9.9 Staff should keep a record of any searches conducted on students using the profoma and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 The academy may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

10 Use of reasonable force

10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Principal has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of students but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use



force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

- 10.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where students need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps and/or My Plan reviewed, and parents will be informed as a matter of course. Details of these incidents will also be shared on CPOMS and with the DSL.

11 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy.



LPSF Academy Approach

This policy embodies our culture and ethos ensuring robust support for students within a culture of care, so they feel safe, can achieve, and are prepared for their next steps. This is developed through a Trauma Informed and ACE (Adverse Childhood Experience) aware approach where relationships are at the centre of all interactions. This approach encapsulates and supports the wider Sixth Form community and includes all young people, all staff, parent(s)/carers and any external agencies who work collaboratively with Sixth Form.

It is essential that, wherever possible and appropriate, adults in the Sixth Form have the necessary information and understanding of the context around specific students and behavioural issues that may be presented. **It is the responsibility of all staff** in the Sixth Form to be aware of any specific plans and strategies that may need to be implemented to help support young people who have suffered trauma and ACEs. Early intervention can help to decrease the chances that young people will enter the crisis phase leading to a quicker recovery and therefore restoration to a lower, more manageable level of stress or anxiety.

A trauma informed/relational approach requires emotionally regulated and always available adults who can provide essential calming of the young people in their care, which will ultimately allow them to **re-set and restore/ rebuild / re-engage** in learning once their emotional and mental state allows them to do so. This approach looks to protect and safeguard other young people from the destabilising effects certain behaviours may have within the learning environment. In practical terms it means that we may temporarily (for short or longer periods of time) remove students from situations that they are finding difficult to manage. A designated adult will work with the removed student to support them and will only place them back into the original learning environment when it is appropriate to do so.

We do not operate a 'zero tolerance' or 'one size fits all' approach to challenging behaviour. Instead, we apply the theory of a case-by-case approach that takes into consideration the individual circumstances and context of individual young people in our care, while maintaining high standards and expectations. In all cases, the balance of the individual's needs and circumstances with the overall safety and safeguarding of all members of the Sixth Form is made.

Important Contacts

| ROLE/ORGANISATION | NAME | CONTACT DETAILS |
|---|----------------------------------|--|
| Principal | Jamie Davies | jdavies@brigantiatrust.net 0114 2625757 |
| Assistant Principal Behaviour and Welfare (DSL) | Yasmin Celik | ycelik@brigantiatrust.net 0114 2625757 |
| Safeguarding Team | Vicky Bark Catherine O'Connor | safeguarding@longleypark.ac.uk |
| Assistant Principal Inclusion (ALS) | James Simpkins | jsimpkins@brigantiatrust.net 0114 2625757 |
| Safeguarding Trustee | Alison Warner | awarner@brigantiatrust.net |



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|---|--|--|
| Local Authority Designated Officer (LADO) | | LADO@sheffield/gcsx.gov.uk 0114 2734850 |
| Sheffield Safeguarding Hub | | 0114 2734855 |
| West MAST Team | | 0114 2506865 |
| North MAST Team | | 0114 2331189 |
| East MAST Team | | 0114 2053635 |

APPENDIX 1 – Rights and Responsibilities of Students and LPSF

Rules

Student Code of Conduct

Students are expected to conduct themselves positively and achieve the following expectations:

1. The LP Basics

- I will attend all my lessons and arrive on time
- I will wear my ID badge to ensure the safety and securing of our building and our community
- I will prepare for lessons in advance and arrive ready to learn
- I will keep my course file organised and up to date as a reflection of my progress

2. Respect for the community

- I will show respect to members of staff and to my peers
- I will refrain from behaving in a way that brings the Sixth Form into disrepute including when outside the Sixth Form
- I will demonstrate tolerance and respect to all people regardless of their faith, race, culture, sexuality or gender.
- I will treat our environment with respect this includes our local community

3. Ownership of learning

- I will commit the time and effort required to enable me to achieve.
- I will extend my learning beyond the classroom and access additional help and support than will enhance my progress
- I am responsible for my own learning

4. Attitude

- I will respect the right of all students to learn and all teachers to teach.
- I am accountable for my behaviour and thus do so in an orderly self-controlled way
- I will work positively with our community
- I will refrain from using my mobile phone in an inappropriate manner that may cause harm or distress, this includes malicious intent through social media platforms

These expectations are incorporated into the learning agreement which all students sign at induction. The learning agreement also sets out the Sixth Form's commitment to students as shown below:



- A secure environment where everyone feels safe
- A commitment to fairness, equality of opportunity and respect of all members of the Sixth Form community
- Clear processes for listening to student views, handling complaints, and addressing any problems we may have in delivering these commitments
- A partnership with parents/carers to ensure that we can all work together to deliver success to students

Meeting of Work Deadlines

Students are expected to complete and submit all work to set deadlines. In cases of students not submitting work to a set deadline, subject teachers should discuss the incident with the student; these discussions should be recorded on Arbour with clear targets for improvement (Students, their parent or carer can access this information of our MIS Partner System – EduLink). Where there are extenuating circumstances, alternative arrangements for submitting the work need to be agreed. Subject teachers should liaise with their Curriculum Lead, if late or non-submission is repeated and appropriate support put in place.

For vocational BTEC qualifications students must meet all interim and final deadlines set. If an interim deadline is missed students will have a BTEC At Risk meeting with their teacher or Curriculum Lead with clear targets set for improvement. If a student misses a final deadline a Disciplinary Meeting will be held.

Work Completed to Expected Standard

Students are expected to complete and submit work to the expected standard. Subject teachers need to discuss the reasons for students not meeting the expected standard of work and support provision put in place. Discussion with Curriculum Leads and with parents and / or carers should also take place if submitted work continues to be below the expected standard. Students must attend identified support activity provided.

Vocational BTEC Qualifications

Failure of Core Units

Where a student fails a core unit through failure to meet deadlines or failure to meet the minimum pass criteria this will result in one of the following:

- a failed qualification and enrolment on the course will be withdrawn.
- Where appropriate, a reduction in qualification where the core unit is part of the higher level, e.g., Extended Diploma reduced to Diploma where the core unit does not form part of the lower Diploma.

Failure of Optional Units

Where a student fails an optional unit through failure to meet deadlines or failure to meet the minimum pass criteria this will result in a failed unit and one of the following:

- An additional optional unit offered to the learner to complete independently.
- A reduced qualification if an alternative optional unit is not available/ appropriate

Malpractice and Plagiarism



In accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students' own.

Students who misuse Artificial Intelligence (AI) or information from the internet, books or other sources, such that the work they submit for assessment is not their own, will have committed malpractice, in accordance with JCQ regulations. This could result in failure of a core unit or failure of an optional unit and action taken as detailed above.

Further details can be found in the Vocational Centre Handbook

Co-operation with staff

Students are expected to cooperate with staff instructions. Staff should have a quiet, and if appropriate, private conversation with a student behaving in an unacceptable way. They should discuss with the student the reason for them behaving in the way they are and agree any changes in task/activity/situation as necessary for the student to meet the Sixth Form expectations. If the behaviour is occurring in class, the conversation may take place during or after the lesson and the student should remain in the class.

ID Lanyards

The purpose of the ID card is a means of personal identification as a student of the Sixth Form. This helps us ensure that we can identify all staff, students and visitors who are on our site, to keep our community safe.

The ID card also serves as eligibility to use our services and the library. Students are issued with an ID card at the beginning of their studies, usually at enrolment. The student ID card remains the property of Longley Park Sixth Form and must be returned on completion of studies or withdrawal. Suspended students will be asked to hand in their ID lanyard until the investigation has completed.

All students are always required to wear their student ID whilst onsite and for it to be visible. A student may be asked to present their ID card as proof of identity by a member of staff. Teachers and Tutors will check their students' ID badge at every lesson. Our response to students that do not have their ID card with them is as follows:

- **Stage 1** Student will be provided with a daily sticker which must be always worn and visible during the day. A notification letter will be given to the student reminding them of the importance of remembering their ID Card and a text message will be sent to parent/carer.
- **Stage 2** Duty Manager will be contacted to process. Stage 1 will be followed alongside a verbal warning given that Student will not be allowed entry to the Sixth Form if ID Card is forgotten a third time. The Duty Manager will also contact parent/carer by telephone to inform them of this also.
- **Stage 3** A member of the Senior Leadership Team will be contacted where arrangements will be made for the student to return home and collect their ID Card (Unless there are mitigating circumstances).
- **Stage DP** Students who persistently forget their ID Card on more than 3 occasions will move into disciplinary processes and may risk their place at the Sixth Form

Do not bring into the academy under any circumstances:

- alcohol and drugs including "legal highs"
- e-cigarettes, cigarettes, matches, and lighters
- weapons of any kind or instruments/substances intended to be used as weapons



- material that is inappropriate or illegal for young people to have such as racist or pornographic material
- mobile phones/other non-authorised electronic or recording devices
- BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
- any article which a staff member 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).

Off-site behaviour

When on a day trip, evening visit, fieldwork or residential opportunity, the behaviour we expect from our students will be explained to them and to their parents. The students' health and safety must be of priority and the reputation of the Sixth Form must also be considered. On any trip outside of Sixth Form, students of whatever age –

- must be polite and well-mannered to all
- must not smoke/Vape (other than in designated areas)
- must not enter into a relationship of a sexual or intimate nature
- must do as advised by their teacher or other Sixth Form staff
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence students will be:

- reprimanded
- spoken to on their return by a member of the extended leadership team and parents informed
- not be allowed to participate in further opportunities outside of Sixth Form
- face further disciplinary action resulting in sanctions up to and including the withdrawal of place

And, in cases of serious breaches on residential visits:

- sexual misbehaviour
- use of alcohol/drugs/illegal substances
- misbehaviour, refusal to obey a member of staff which endangers their well-being
- possession of weapons or instruments which could be used to hurt
- child on child abuse which may include bullying

They will be sent home, if it is the opinion of the lead teacher after discussion by telephone with the Principal or the named SLT member, parents will be informed immediately and advised to meet their child at the airport/railway station/school. Parents/carers may also be requested to collect their child from the trip location.

Sanctions may be applied where a student has misbehaved off-site when representing the Sixth Form. This means misbehaviour when the student is:

- Taking part in any Sixth Form-organised or Sixth Form-related activity
- Travelling to or from the Sixth Form, or during social times
- In any other way identifiable as a student at our Sixth Form

Sanctions may also be applied where a student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the Sixth Form



- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the Sixth Form

Sanctions will only be given out on Sixth Form premises or elsewhere when the student is under the lawful control of the staff member (e.g., on a Sixth Form-organised trip).

Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Sixth Form will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Sixth Form (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate. The Sixth Form will also consider the pastoral needs of staff and student accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Malpractice – Plagiarism and AI (Artificial Intelligence)

Definition of Malpractice by Students

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism by copying and passing off, as the student's own, the whole or part(s) of another person's work, including artwork, images, words and computer-generated work, (including Artificial Intelligence), with or without the originator's permission and without appropriately acknowledging the source
- Collusion by working collaboratively with other students to produce work that is submitted as individual student work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- Failing to abide by the instructions or advice of an assessor or Awarding Body in relation to any assessment/examination/test conditions.
- Misuse of assessment/examination material

Use of Artificial Intelligence

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students' own.



- Students who misuse Artificial Intelligence (AI) such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section contained in the guidance here).
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the learner is able to demonstrate that the work is their own. According to JCQ (2023) some examples of AI misuse include:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Where incidents of malpractice occur, they will be dealt with as follows:

- Inform the individual of the issues and of the possible consequences which may include withdrawal from the sixth form
- Inform the individual of the process and appeals rights
- Give the individual the opportunity to respond
- Investigate in a fair and equitable manner
- Inform the Exam Board of any malpractice or attempted acts of malpractice, which have compromised assessment. Seek Exam Board guidance about further action required
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to student disciplinary procedures

Appendix 2 LPSF COMMENDATION PROCESSES

COMMENDATIONS: Praise, Celebrate, Support



At Longley Park Sixth Form the commendation process is an integral part of our positive approach to conduct and behaviour management. We are committed to celebrating, praising, and supporting students' achievements and successes. Sixth Form staff will ensure students are provided with ongoing support, personalised to them, and provide positive feedback and encouragement on a regular basis through

- Verbal praise
- The awarding of positive postcards
- Telephone call/email to student/ parent/carer
- Commendation by the Curriculum Leader or Extended Leadership Team

In addition, the Sixth Form follows a more formal commendation system to fully recognise positive conduct and behaviour.

Commendations will be awarded when students demonstrate the core values of positive achievement and positive behaviour and attitude.

- Exceeding MTG
- Completing additional independent work
- Achieving above expected in PIs
- 100% attendance (weekly)
- 100% punctuality (weekly)
- Contributing to the Sixth Form
- Contributing to the community
- Taking positive steps for your future
- Seeking out additional opportunities
- Encouraging and supporting others
- Participation in enrichment activities

Commendations will be recorded on Arbour and accessible to students their parent or carer via our MIS Partner System, EduLink in two ways:

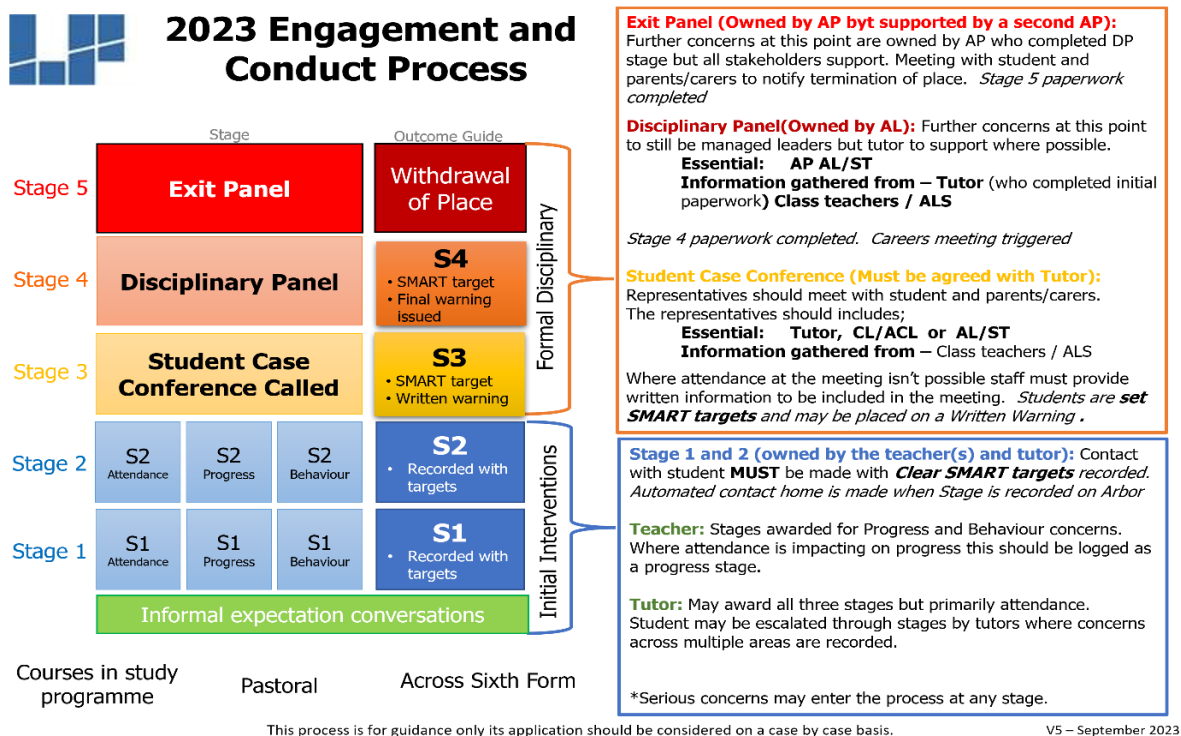
- Automatically for attendance/ punctuality/ Positive RAG points
- By Sixth Form Staff through the conduct log.

The running total of commendations will be monitored by the Achievement Team and as students accumulate commendation points, they will be rewarded in the following way:

At the end of each half term there will be an event dedicated to celebrating achievement and success where recognition and rewards will be awarded.



Appendix 3 – Sanctions – Engagement and Conduct Process



Initial Interventions following Concerns

Teachers with support from their curriculum lead are responsible for managing low level disruption in the classroom, students meeting work deadlines and completing work to the expected standards.

Teachers and/or academic tutors should have a conversation with students as soon as they have a concern about their behaviour about student expectations. If the behaviour continues, a meeting with the student should take place to discuss the concern. The meeting should be reported in the pastoral log in Arbor under 'learner meeting' detailing the conversation and any targets at this informal expectation conversation stage.

Stage 1 and Stage 2 Interventions

If students continue to fail to meet our expectations, the teacher (or representative) or tutor will place the students on an intervention. This is a formal stage in our disciplinary process whereby students will be told why the Stage 1/2 intervention is being put in place and what changes need to be seen. Stage 1 and 2 interventions are owned by the teacher(s) and tutor.

Contact home must be made by the member of staff placing student on intervention and a short discussion about the reason for the intervention and the consequences of no further changes.

Written Warning

Should student behaviour continue to fail to meet our expectations in one area or across the study programme following a Stage 2 intervention, a case meeting will be called by the Academic Tutor. Representatives from curriculum, pastoral and tutorial will be present with student and parent/carers. This is the first stage of the Formal Disciplinary Process.



Failure to attend a Case Meeting will result in a second being arranged within 5 working days. Failure to attend the second arranged meeting will result in the meeting being completed in the student's absence. Should the student arrive without parents/carers representation, an advocate will be provided from the Sixth Form staff. If parents/carers are unable to attend, communication will be sent home informing them that their son/daughter attended a case meeting and what the outcomes were.

The meeting should be focused on getting the student to reflect on why they are not meeting the Sixth Form expectations and what changes in their behaviour might help them to meet them. These changes should form the basis for an amended strategy for re-engagement. The strategy should include targets, offer of support and intervention. All meetings and agreed actions should be recorded in Cedar under contracts as a Written Warning. It will be made clear at this point that continued failure to meet our expectations will lead to a Disciplinary Panel and can result in withdrawal of place.

Disciplinary Panel

A Disciplinary Panel will be called either because of serious misconduct, the terms of a written warning being broken or continuing concerns about behavior or engagement following a written warning. In exceptional cases, where the student has failed or is likely to fail the course they will be withdrawn. Reasons for failing the course include plagiarism, failed or non-submission of mandatory assignment(s).

Unless there are exceptional circumstances, even in the case of students being over 18, parents/carers must be invited to the meeting. Parents/carers will be offered alternative dates and times for meetings to increase their opportunity to attend.

The Disciplinary Panel is an opportunity for the Sixth Form to present its concerns and for the student (and/or representatives) to present any mitigating circumstances. A member of leadership team will consider all factors prior to deciding the outcome. The potential outcomes of a Disciplinary Panel are:

- A final warning may be issued (if one is not already in place at this stage)
- No further sanctions imposed at this stage (due to mitigating circumstances) *Further conditions may be required if the above outcomes are appropriate.*
- Withdrawal from the Sixth Form (We accept no liability for consequential losses). In the instance of withdrawal, a student has the right to appeal against the outcome.

The chair of the Disciplinary Panel will inform the student and parent/carers of the outcome of the panel by phone as soon as possible. Formal confirmation of the outcome will be no later than 5 working days after the panel. Details of the outcome will be recorded in Cedar.

Failure to attend an arranged Disciplinary Panel will result in a second panel being arranged within 5 working days. Failure to attend the second arranged meeting will result in the Disciplinary Panel being completed in your absence. Should the student arrive without parents/carers representation, an advocate will be provided from the Sixth Form staff.

If the outcome of the panel is for the student to remain at the Sixth Form subject to meeting the targets of a student contract, a review should take place and an agreed period after the meeting. At



review, if the targets have not been met or the terms of the contract have not been upheld by the student, a member of the leadership team, will convene a discussion with the student to inform them that due to a failure to meet these conditions, they are having their place withdrawn. Following this, parents and carers should also be informed.

Enrolment Contracts

In situations where a student's behaviour or conduct has fallen below our expectations in one year, an enrolment contract will be issued between years of continuous study. This contract will stipulate clear targets and review periods for continuation at the Sixth Form. Should these not be fulfilled, a case meeting will be called to review the progress. This panel may decide any of the following:

- A final contract may be issued (if one is not already in place at this stage)
- No further sanctions imposed at this stage (due to mitigating circumstances) *Further conditions may be required if the above outcomes are appropriate.*
- Withdrawal from the Sixth Form (We accept no liability for consequential losses). In the instance of Withdrawal, a student has the right to appeal against the outcome

Should withdrawal of place be an outcome, the student will be entitled to appeal to the Principal, in writing, within 5 working days of receiving the confirmation informing them of their withdrawal. The appeals process will then be followed, as detailed below.

Appeals

If the student or the parents/carers have serious concerns regarding the conduct and or process of the Disciplinary Panel they have the right of appeal. If the student wish to appeal, they should write to the Principal setting out the reasons for the appeal within 7 working days of receipt of the outcome from the Disciplinary Panel.

An Appeal Panel will normally be held within 10 working days of receipt of the request. The student will be informed in writing of the date, time and place of the appeal hearing and the reasons for his/her suspension or withdrawal. If the student requests extra time to prepare his/her case, the hearing may be put back for a period not longer than 5 working days. The Sixth Form will endeavor to accommodate special requests e.g., religious festivals.

Student Support

The Sixth Form recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Head of ALS (Additional Learning Support) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that young person. We will work with parents to create the plan and review it on a regular basis.

Safeguarding



The Sixth Form recognises that changes in behaviour may be an indicator that a student needs of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering or being likely to suffer from significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Appendix 4 – Suspension and Withdrawal

Suspension is a significant sanction we can use with students and therefore is to be used with restraint and following a full consideration of all circumstances. Wherever possible the Sixth Form would look to devise strategies for behaviour modification that maintain students within Sixth Form. However, there are clearly occasions when, to maintain high levels of discipline and behaviour, the integrity of the teaching and learning process, and in some cases, the safety of others, the most appropriate sanction is suspension.

Suspected offences of a serious nature (serious misconduct) will likely result in a suspension and will result in a disciplinary hearing being called. Any suspension is imposed to protect all parties and should not be seen as an assumption of guilt.

Serious Misconduct includes:

- violent, dangerous, or intimidating conduct
- violation of the Sixth Form's rules and procedures concerning health and safety
- sexual, racial, or other harassment of another student, member of staff or visitor
- abusive or threatening behaviour towards another student or member of staff
- theft or unauthorised possession of any property or facilities belonging to a student, the Sixth Form, or any employee of the Sixth Form
- damage deliberately carried out on Sixth Form property
- refusal to carry out reasonable instructions of a member of staff or to comply with Sixth Form rules
- use of or possession/dealing in illegal drugs
- incapability because of being intoxicated by reason of alcohol, illegal drugs or legal highs
- alleged commission of a criminal offence
- plagiarism or exam malpractice
- sharing your own or being in possession of another students' ID card for the purpose of impersonation
- making vexatious allegations about staff and/or students
- being in possession of any item which has been identified by the DfE as an item which may be searched for, including knives or weapons, alcohol, illegal drugs (or related paraphernalia), stolen items, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence.
- bringing the Sixth Form into disrepute or causing reputational damage due to negative behaviour while on site, on Sixth Form sponsored activities, or while clearly identified as a Longley Park student in the community.

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure.



Withdrawal is a last resort and is only considered in cases where the safety and well-being of staff or other students is put at serious risk or there is significant or persistent failure to meet the academy's expectations.

Students may be withdrawn because of persistent disruptive behaviour or a significant one-off breach of the behaviour policy. In all cases, staff knowledge of individual students, their previous behaviour and any special circumstances will be taken into consideration. The Sixth Form will endeavour to consider all reasonable adjustments before considering withdrawal.

Only the Principal or a member of the Senior Leadership Team formally deputising for the Principal will have the authority to issue a suspension. In the event of the Senior Leadership Team not being in the Sixth Form, a designated deputy will assume this authority.