



LONG FIELD
SPENCER ACADEMY

Behaviour for Learning Policy

Approving Body	Full Governing Body
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1. ASSOCIATED DOCUMENTATION:

- Child Protection Policy
- Anti-bullying Policy
- Exclusion Policy
- Equal Opportunities Policy
- Uniform Policy
- Long Field Behaviours for Learning Poster (Appendix 1)
- Rewards Poster (Appendix 2)
- House Points Poster (Appendix 3)
- Long Field Sanctions Ladder (Appendix 4)

2. STATEMENT OF INTENT

This Policy responds to the requirements of the Education Act 2011, the Education and Inspections Act 2006 and Independent Schools Standards Regulations 2010. This includes the requirement that all schools, academies and free schools must have a Behaviour Policy which must be available to all parents and prospective parents. The Academy acknowledges its legal duties under the Equality Act 2010, DfE Behaviour in schools, Advice for headteachers and school staff 2024, and in respect of students with SEN.

3. THE GOVERNING BODY'S STATEMENT OF BEHAVIOUR PRINCIPLES

At Long Field Spencer Academy we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of Academy life is necessary.

4. AIMS AND OBJECTIVES

Long Field Spencer Academy endeavours to provide a safe learning environment in which students can feel and be safe, enjoy school and achieve. The Academy recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, promoting positive learning behaviours and good order. The Academy's behaviour management strategy emphasises proactive strategies and a range of interventions in order to foster an environment of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is everyone's. To achieve these outcomes, teachers and other Academy staff are supported to be skilled at managing and improving students' behaviour.

5. POSITIVE BEHAVIOUR MANAGEMENT

The Academy's motto Together, Enjoy Achieve underpins our approach to behaviour management. Interactions with students and each other will be guided by

- | | | |
|-------------------|------------------|-------------------|
| a) Mutual respect | b) De-escalation | c) Reconciliation |
|-------------------|------------------|-------------------|

Staff will

- Model expected behaviours.
- Place the emphasis on learning and teaching.
- Recognise, praise and reward positive behaviour.
- Ensure early intervention.

- Ensure students follow the Academy expectations at all times.
- Take responsibility for behaviour initially – seeking support/advice when required.
- Ensure sanctions are proportionate to the nature of the incident and the circumstances/needs of the student.
- Work in partnership with parents and carers.
- Provide a calm safe, welcoming environment.

Parents and Carers will:

- Ensure that my child attends school and is on time every day.
- Ensure that my child comes to school equipped and in full uniform.
- Listen and take advice from the school, showing an interest in the development and progress of my child.
- Attend parent's evenings and meetings related to my child.
- Support the school's policies and procedures including those around behaviour, attendance, anti-bullying and uniform.
- Inform and communicate with the school regularly over any concerns, or changes in circumstances that may affect my child.
- Ensure the school has up-to-date records of contact information in particular telephone numbers and email addresses.
- Inform the school of any absence of my child as soon as possible on each day of absence.
- Keep personal tutors informed of any situations which might impact on my child's learning.

Students will display the following 3 Long Field Learning Behaviours of *READY, RESPECTFUL, SAFE*

1. Be **ready**: to learn and cooperate, Wear uniform with pride.
2. Be **respectful**: for own learning, the learning of others, the school community and learning environment.
3. Be **safe**: behave with consideration for the safety of self and others, report any bullying or discrimination.

See Appendix 1

6. REWARDS

Long Field Spencer Academy uses a variety of rewards and incentives to promote our motto 'Together Enjoy Achieve' and celebrate student achievement. These include:

- Verbal praise and recognition
- House Points awarded by all staff from 1 to 10 for a variety of achievements in and out of the classroom.
- Yearly awards trip for those with 100+ points
- Weekly Fruity Friday nominations
- Recognition on Social Media sites
- Postcards or letters home
- Weekly Heads of House awards
- Attendance Certificate (each term) – Gold for 100%, Silver for 98% and Bronze for 97%.
- Weekly Attendance prize for those that have 100% attendance in that week.
- Half Termly 97% and above attendance £50 prize draw for everyone that qualifies.
- End of term rewards assembly
- Celebration events
- Excellence Challenges
- End of term competitions
- Termly subject awards

See Appendix 2-3

7. MONITORING, SUPPORT AND INTERVENTION

It is the responsibility of all staff to support student welfare and wellbeing. This includes supporting students to be *READY, RESPECTFUL, SAFE*, to apply disciplinary sanctions and to monitor behaviours which give rise to concern. Further to this, the Academy has dedicated pastoral teams who work collaboratively to provide additional support to students and their families.

- The Pastoral Team: House Tutors, Inclusion Team, Heads of House, DSLs, SLT behaviour lead.
- The Inclusion Team: Staff from The Den (SEND support), The Burrow (Behaviour support), and Inclusion (SEMH support).

The Academy accepts that for a wide variety of reasons some students require additional support in order to learn and be *READY, RESPECTFUL, SAFE*. Support strategies may include consideration of curriculum need, additional learning support, identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short-term placements.

Identification of need and progress will be monitored via Head of House, House Tutors, and Pastoral Mentors, together with the involvement of parents/carers.

8. DISCIPLINARY SANCTIONS

The management of student behaviour is through a tiered response from classroom teacher, Head of Faculty, House Tutor, Head of House, Senior Leadership staff and ultimately the Principal.

Sanctions are applied when students are not *READY, RESPECTFUL, SAFE*. The sanction will be dependent on the nature of the offence and the severity of the behaviour.

Whilst the following list is not exhaustive it is illustrative of the strategies we will use:

- | | |
|--|---|
| • Verbal reminder of expectations | • Tutor, Faculty, Head of House or Senior Leader report |
| • Verbal warning | • Parent meetings |
| • Hosting to another class | • Behaviour contracts |
| • Removal from lessons | • Isolation |
| • Confiscation of mobile phones and items that do not support <i>READY, RESPECTFUL, SAFE</i> . | • Internal Exclusion |
| • Scheduled or same day break, lunch, or afterschool detention | • Outside agency support |
| • Community service | • Fixed term exclusion |
| • Moving of group/class | • Alternative provision |
| • Restorative practice | • Managed move to a host school |
| | • Offsite direction |
| | • Permanent exclusion |

See Appendix 4

Please note that due to Keeping Children Safe in Education (KCSIE) legislation, students who have been excluded from school due to a Level 5 incident, are not permitted to attend Prom in Year 11.

8.1. DETENTIONS

The Academy will attempt to inform parents of detentions through telephone calls, text messages, Arbor, or other means as appropriate. As laid out by the DfE regulations, the Academy reserves the right to carry out no notice detentions. A record of detentions set and served will be maintained on the Academy's data base.

Detentions are 30-minute, 60-minute, or 2-hours in duration, dependant on the severity of the incident and level of escalation. Reasons for escalation include behaviours that require Head of House or Leadership staff support and failure to attend a detention.

9. MOBILE TECHNOLOGIES AND SMARTWATCHES

The academy recognises mobile technologies are an integral aspect of everyday use in modern society, however, there are significant issues for schools when students bring mobile devices onto site. This policy reflects this understanding and the need to ensure a safe and secure environment.

The academy's regulations regarding mobile technologies, including audio equipment and all portable devices including phones brought onto site by students are:

Mobile phones may be brought on site but must be switched off and out of sight in a student's bag at all times.

Any use of a mobile technology or audio equipment whether it is for calls, messaging, photographs, gaming, listening to music or audio playback during the academy day is not permitted.

Phones/audio equipment should not be seen, heard, or used anywhere.

Smartwatches have the same functionality as a mobile-phone and if used for those purposes will be confiscated. If mobile phones and/or audio equipment are seen on site, they will be confiscated.

Any confiscated items will be taken to reception, logged, labelled and stored in a secure lockbox.

- For a first offence, the student can collect it from reception, at the end of the academy day.
- For the second offence a parent or carer will be asked to collect it from reception.
- For a third offence a parent or carer will be asked to collect it from reception at the end of the next academy day
- For persistent offenders, students will be required to hand their phone in at the beginning of each day.

Parents and carers who need to contact their child during the school day should phone the school reception.

10. UNIFORM

Students are expected to wear their school uniform with pride i.e: blazer on, shirt tucked in, top button done up, tie in front of the top button.

Blazers must be worn when walking around the school premises however students may place their blazer over the back of their chair during lessons.

Students should arrive at school smartly presented in the correct uniform. Uniform is checked at the beginning and end of all lessons.

Should a student arrive at school in incomplete or incorrect uniform they should report directly to reception where they will be able to borrow spare uniform items from the Academy supplies. The student will be required to hand in their mobile phone as a deposit for the item.

Refusal to correct uniform will result in sanctions being applied. See sanctions ladder.

Parents/carers who are struggling to replace or mend uniform items are requested to contact the school and support will be given.

11. SCREENING, SEARCHING & CONFISCATING

The Academy acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006, Health and Safety at Work 1974, and DfE Searching, Screening & Confiscation Advice for Schools 2022, in respect of screening and searching students. As a result Academy staff may search students' clothing, bags or lockers without consent for any banned item. Banned items may be disposed of or handed to the police depending on the nature of the item.

Banned items include but are not limited to:

- | | |
|--|---|
| • E-cigarettes/ Vapes/ Cigarettes and associated paraphernalia | • Alcohol |
| • Nicotine gum/patches | • Fire works |
| • Matches and lighters | • Illegal substances and associated paraphernalia |
| • Chewing gum | • Weapons |
| • Energy drinks | • Pornography |
| • Glass bottles | |

In addition to the above, students should not use their mobile phones or any other mobile device or audio equipment on school site. These will be confiscated if seen. Please see Appendix 5 for further details regarding use of phones.

The Academy will confiscate any items that should not be in school. Confiscated items will be individually bagged, labelled with the child's name, date of birth, and time of confiscation, and locked away securely. Items that are not considered harmful in the possession of a child will be returned at an agreed time to either the student or parent depending on the circumstance.

12. THE USE OF REASONABLE FORCE

The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all Academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

13. FREEDOM FROM BULLYING & DISCRIMINATION

The Academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and discrimination. The Academy also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all Schools and Academies to have measures to encourage good behaviour and prevent all forms of bullying and discrimination amongst students. The Academy actively promotes our anti-bullying and inclusive agenda through participation in annual events such

as Anti-Bullying Week, Black History Month, PRIDE and through student led organisations such as our Cultural Ambassadors and LGBTQ+ Club.

When investigating incidents of bullying or discrimination, the Academy seeks to:

- a) Actively involve and inform parents.
- b) Take any concerns seriously and resolve the issue in a way that protects the child.
- c) Respond in line with a range of strategies, including restorative justice, while taking appropriate disciplinary sanctions.
- d) Educate perpetrators about the meaning of the words they have used and the impact of their actions.
- e) Distinguish between behaviours and labels.
- f) Enable students to understand the part they can play to prevent bullying and discrimination, including when they find themselves as bystanders.
- g) Make it easy for students to report incidents with the confidence of being listened to and incidents acted on. This includes concerns in and out of the Academy concerns including cyber bullying.
- h) Update policy & practice in relation to new technologies, including 'Acceptable Use' Policies for computers.
- i) Promote tolerance, understanding and challenge prejudice.
- j) Work with the wider community such as the Police and children's services where incidents are particularly serious or persistent or where a criminal offence may have been committed.

The broader element of ensuring that students are able to understand and respond to risk is covered by the Academy's safeguarding practices and through the PSHE programme.

13.1. ANTI-RACISM

An incident should be considered racist if it is "perceived to be racist by the victim or any other person." *Macpherson, W. (1999). [The Stephen Lawrence Inquiry](#)*. This includes young people experiencing bullying, parents, teachers, any bystanders who witness the behaviour. Use of this definition is crucial to ensure the impact of what's happening can be addressed, regardless of intention (or claims about intention) from the person responsible.

Our pledge

- to ensure every child feels safe, both physically and psychologically in our school.
- to recognise that impact racist incidents can and do have.
- to ensure every child feels heard, valued and seen in our dealing of racist incidents.
- to learn from every incident and continually review our next steps.
- to be proactive in educating our students and tackling bias, racism, and racist views.

This approach sits alongside the continual work we do in our lessons and wider curriculum to teach our students about antiracism and the value of all our community.

14. BEHAVIOUR OUTSIDE THE ACADEMY

Students who breach the Academy's Behaviour for Learning Policy whilst on Academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the Academy. For incidents that take place outside the Academy and not on Academy business, this Policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy. Other relevant factors include whether the student is wearing Academy uniform or is in

some other way identifiable as a student at the Academy and whether the behaviours could adversely affect the reputation of the Academy.

For acts of aggression or acts which threaten the health and safety of others, the Academy reserves the right to involve the Police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm, safeguarding procedures may be applied as required.

15. EXCLUSION

While the Academy will take all reasonable steps to meet individual needs and to help individuals improve, the Academy will not tolerate behaviours which do not show due regard for the well-being or learning of others or where, in spite of support and intervention, there is minimal or no improvement.

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- a) Physical assault against a student
- b) Physical assault against an adult
- c) Verbal abuse/threatening behaviour against student
- d) Verbal abuse/threatening behaviour against an adult
- e) Bullying
- f) Racist abuse
- g) Sexual misconduct
- h) Drug and alcohol related
- i) Damage
- j) Theft
- k) Persistent disruptive behaviour
- l) Weapons related
- m) Posing a health and safety threat

The Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student and/or others in the Academy, thus placing the student at high risk of permanent exclusion. For further detail on the circumstances in which the Academy will either use a fixed term or permanently exclude a student, refer to the Exclusions Policy.

16. STAFF SUPPORT

Support is offered to all staff. Staff are encouraged to work together to solve problems regarding behaviour. Staff skills for dealing with behaviour are developed through continued professional development and regular pastoral meetings.

17. MONITORING & REVIEWING

The effectiveness and appropriateness of this policy is regularly reviewed through governance and in response to changes in DfE guidance.

The application of rewards and sanctions is recorded on Arbor and monitored by the pastoral team to ensure students receive recognition, timely intervention and appropriate support.

Where behaviour incidents prompt a cause for concern, details of any further investigation will be logged on CPOMS by the Inclusion Team, Heads of House and DSLs. CPOMS incidents are reviewed daily by the DSLs and trends are discussed in weekly meetings with Heads of House and Senior Leadership.

Incidents that may prompt a cause for concern include, bullying, discrimination, racism, safeguarding concerns, violent behaviour, and complex incidents involving multiple stakeholders.

All staff receive regular training on how to log behaviour incidents and record safeguarding concerns. All staff are trained on how to use Arbor and DSLs, the Inclusion Team, Heads of House and SLT are trained on how use CPOMS.



Long Field Learning Behaviours

READY

ON TIME



Be on time to school and lessons.

EQUIPMENT



Equipment should be placed on your desk at the beginning of each lesson.

UNIFORM



You are part of the Long Field team. Wear your uniform with pride.

RESPECTFUL

LEARNING



Respectful of own learning and the learning of others.

COMMUNITY



Respectful to all, including students, staff and the wider community.

ENVIRONMENT



Leave spaces clean and tidy.

SAFE

BE CAREFUL



Consideration for safety of others.
E.g take care, no running.

BE AN UPSTANDER



Be an upstander and report bullying or discrimination.

Ready Respectful Safe

Failure to demonstrate Ready, Respectful, Safe will result in a detention

House Points Do well at school and you will be awarded House Points. House Points lead to rewards for you and your House.		
1	5	10
POINT	POINTS	POINTS
Demonstrating a core value in lesson - Ready Demonstrating a core value in lesson- Respectful Demonstrating a core value in lesson - Safe	Going above and beyond -Ready Going above and beyond -Respectful Going above and beyond -Safe Excellent effort Excellent effort Beautiful work Exceptional homework Outstanding assessment result Open evening support DEAR time excellence Correct Uniform -Weekly (full uniform daily) Correct Equipment - Weekly (full equipment daily) Ever Learner of the week Top Numeracy Ninja of the week Student Leader for a term Being a student guide Top Sparx user of the week Top Tassomi user of the week Accelerated Reader Golden Ticket Winner Teacher Award	Fruity Friday Beautiful book -work scrutiny Presenting in an assembly Whole school representation Playing in a school sports team Playing for a county level team or above Performing in a show LFSA Challenge participation Passed a graded exam in a musical instrument Attending an extra-curricular club for a term Attendance -Above 97% for the term Teacher Award



REWARDS

HOUSE POINTS

5
POINTS

- Going above and beyond
- Going above and beyond
- Going above and beyond
- Excellent effort
- Excellent effort
- Beautiful work
- Exceptional homework

THANOS



PHOENIX



- Student Leader for a term
- Being a student guide
- Top Sparx user of the week
- Top Tassomi user of the week
- Accelerated Reader Golden Ticket Winner
- Teacher Award

10
POINTS

- Fruity Friday
- Beautiful book Presenting in an assembly
- Whole school representation
-

LEO



TITAN



- Playing in a school sports team
- Playing for a county level team or above
- Performing in a show
- LFSA Challenge participation

Passed a graded exam in a musical instrument

- Attending an extra-curricular club for a term
- Attendance -Above 97% for the term
- Teacher Award

OTHER REWARDS

End of year reward trip for anyone who earns **250** points

Gift voucher raffle entry to win **£50** for over 500 points

Gift voucher raffle entry to win **£100** for over 750 points

Your work up around school

£5 voucher for 1000 points

Attendance certificates each half term
Platinum 100%
Gold 99%
Silver 98%
Bronze 97%

Postcards and letters home for excellent work and excellent academic overviews

Annual Prize Giving - receiving a prize for excellence throughout the year

Celebration Assemblies

£100 Prize for those with 97% attendance or more

Termly Prize Draw



Fruity Friday

Appendix 4 -Sanctions Ladder

Level	Exemplar behaviour	Action	Responsibility
1	• Lateness to Lesson/school • Uniform violation • Failure to follow instructions • Chewing gum/ eating in class • Lack of respect for the school community or environment (e.g. littering) • Inadequate classwork • Inadequate homework • Inappropriate communication	Removal from lesson 30-minute detention Natural consequence	Class teacher/ HOH
2	• Repeated inappropriate communication • Poor behaviour outside classroom • Disruptive or disrespectful behaviour (which affects the learning of others) • Lack of respect for the school community or environment -e.g. damage to school resources or work of others • Persistent lack of equipment • Persistent lack of classwork/homework • Failure to follow instructions (MLT/SLT escalation) • Possessing banned items (not weapons) • Missed detention 30-minute detention	Removal from lesson 1-hour detention Community service for a week	Class teacher/ CD/ HOH
3	• Serious inappropriate communication – e.g. swearing • Challenging/ defiant /aggressive behaviour • Persistent uniform violation • Truancy - in school/ leaving class • Persistent lateness to school • Bullying including cyber bullying • Gambling or unpermitted selling on site • Failure to attend 60-minute detention	2-hour detention	HOH/ Leadership
4	• Persistent challenging/ defiant/ aggressive behaviour • Persistent failure to follow instructions • Refusal to follow school policy e.g. hand over banned items, wear school uniform, go to lesson/ isolation • Aggressive response to staff • Harassment/Serious bullying (including social media) • Serious inappropriate communication (Racist/ Sexist/homophobic/ Verbal offence to staff) • Fighting • Blocking exits/doors • Lack of respect for the school environment -e.g. graffiti / deliberate damage to resources/ property • Offsite truancy • Stealing • Failure to attend 2hr detention • Failure to meet expectations during isolation	Isolation Fixed term exclusion	HOH/ Leadership
5	• Assault on pupil -targeted attack / assault on staff • Illicit substance / items • Serious deliberate damage to property • Sexual misconduct • Persistent breach of school Behaviour Policy following interventions • Bringing the school into disrepute • Other serious breach of school Behaviour Policy	External exclusion / Permanent exclusion	Head teacher



Phones

Any use of a mobile technology or audio equipment during the academy day is not permitted. Mobile phones must be turned off and placed in school bags before entering the school site. Mobile phones must not be carried on a student's person.

If mobile phones and/or audio equipment are seen on site, they will be confiscated. This includes mobile phones that are seen to be carried in pockets. Confiscated items will be taken to reception, labelled, and stored in a safe place.

PHONES



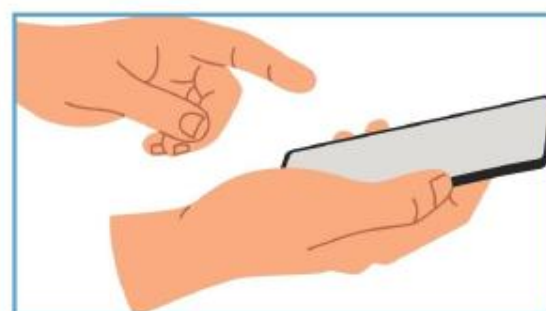
For a **first offence**, the student can collect it from reception, at the end of the academy day.



For the **second offence**, a parent or carer will be asked to collect it from reception.



For the **third offence**, a parent or carer will be asked to collect it from reception at the end of the following day.



For **persistent offenders**, students will be required to hand their phone in at the beginning of each day.