

LONGLEY PARK SIXTH FORM RELATIONSHIPS AND BEHAVIOUR POLICY



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Mission and Principles

As part of Brigantia Learning Trust, Longley Park Sixth Form aims to ensure that young people in Sheffield and surrounding areas enjoy access to excellent post-16 education, to ensure positive outcomes academically and emotionally and to provide an engaging and efficient provision that meets the aspirational needs of our local community and beyond.

To support this we set out four main principles of our culture of care

- Respect for one another
- Tolerance towards one another
- Empathy for others
- Kindness

These underpinning principles are used to create a culture of care focused upon quality and pride, supporting our students to achieve their best and to confidently progress to the next stages of their lives.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying, discrimination, or child on child abuse
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the Sixth Form community with regards to behaviour management
- Outline our system of rewards and sanctions
- To promote good behaviour
- To maintain and protect the Sixth Form's reputation
- To promote a pro-active culture in tackling unwanted behaviours

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Approach

This relationships and behaviour 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.

Roles and Responsibilities

The Trust and The Academy Advisory Council (ACC)

The Trust and the ACC is responsible for monitoring this behaviour policy's effectiveness and holding the Principal and the Senior Leadership Team to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Sixth Form environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff Conduct

All staff are responsible for adhering to positive practice that promotes a students' ability to engage in and access their learning. This is based on the understanding that students best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships.

Staff should not model negative behaviours such as (not exhaustive)

- Being confrontational
- Being insulting or abusive
- Being intimidating
- Being condescending/ harshly sarcastic
- Causing humiliation
- Being supercilious
- Any other behaviours that may cause further breakdown of relationships.

It is the expectation at Longley Park that all staff, regardless of their role at the Sixth Form, act in this way. This does not mean that undesired behaviour does not go unchallenged. We continue to have high expectations of behaviour for all students, and support is regularly and continually offered to those having difficulty meeting those expectations.

All staff have experienced training in being ACE aware and Trauma and Mental Health Informed. Specific staff both internal and externally sourced are identified to work with students to support their individual needs. This support may be offered in a 1:1 session. Our aim is to support students to make sense of their experience, find ways to manage their emotions and feelings, and ensure that they maintain the capacity to learn, despite difficult events that may happen/ have already occurred in their lives.

The relationships and behaviour policy is designed to, and should be successful in:

- reducing student and staff stress levels through a significant reduction in negative or confrontational behaviours



- providing much greater understanding of the behaviour for success process by students, parents/carers, staff and the AAC
- ensuring that all students, regardless of ability, age and gender are involved whenever possible, in the process of praise, recognition and rewards
- supporting staff in developing positive relationships in the classroom, ensuring that students have a positive attitude to learning and behave in a manner conducive to high levels of progress being made. Furthermore, students should not have to suffer low-level disruption from their peers.
- Develop harmonious relationships, with increased communication between students and staff, parents/carers, where students can talk freely about their worries or concerns.

The relationship and behaviour policy is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. Students' individual context and personal situation must be taken into consideration when undesirable behaviours are being presented and potential actions and responses are being implemented, while high expectations are maintained.

All teachers in all curriculum areas must look to recognise, praise, and reward all students as a matter of agreed policy. Support and administrative non-teaching staff will also be expected to praise and reward students appropriately and establish positive relationships with students whenever it is possible to do so. Senior members of staff must always model the practice of positive relationship building.

Staff must understand the importance of operating consistently within the recognised policy in terms of both rewards and sanction process.

If the policy is to be successful, the following must be understood by all concerned:

- Consistency in approach to both rewards and sanctions within the classroom is essential. Staff should implement the behaviour management process consistently
- The fact that there will be a consequence for negative behaviours is inevitable is more important than the severity of the sanction.
- Once the sanction/response has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow up' strategy, with each student's case being viewed in an individual sense. Often this will be in the form of restorative conversation supported by a neutral staff member

Members of staff will receive regular support and professional development opportunities to develop and implement the skills to successfully establish maintain and restore positive relationships with all stakeholders.

Parents/Carers

All parents/carers should familiarise themselves with the Sixth Form's Policies and Student Learning Agreement. Parents can access information in relation to their child via the MIS Partner System - EduLink (Appendix 4)

Parents/carers should always be kept informed of their child's behaviour. The Sixth Form believes that in working together it can achieve the best for its students, this includes behaviour. The Sixth Form will endeavour to contact via text, email or phone regarding Student's behaviour and engagement, or when recognition or praise is being given. It is vital that parents and carers keep the Sixth Form updated when changes to contact details occur.

Parents will always be informed by telephone and letter/email if their child is suspended. A meeting will be arranged between the Sixth Form, the student and the parents/carer following a period of suspension.

When suspension or withdrawal becomes likely, parents will always be informed through the disciplinary process with regular meetings being held to find out what more can be done to support the student and the family.



A telephone conversation or meeting with parents/carers can be very positive and constructive and can promote a change in the student's attitude and engagement

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct
- Respond to telephone calls, emails, or meetings to discuss their child's behaviour and engagement. To mitigate against language barriers, attempts will be made to secure a translator to support where necessary
- Inform the Sixth Form of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the course tutor, academic tutor or a member of the extended curriculum team promptly
- To ensure no members of staff, parents or young people are victims of abusive behaviour or open to threats from other adults on the Sixth Form premises. (To follow the parents code of conduct).
- To inform us of any changes to contact details immediately so that we can maintain contact home.

Social media sites are being used more frequently to fuel campaigns and complaints against the Sixth Form, Principals and headteachers, staff and in some cases other students or parents. We consider the use of social media sites in this way as unacceptable. Parents/carers must raise concerns through appropriate channels, which would be directly with the Sixth Form, requesting to speak to a staff member, this may be the course tutor, academic tutor, or a member of the senior leadership team.



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.

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.



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

Student should not allow anyone else to use their student ID card or disciplinary procedures will be imposed. This is considered serious misconduct.

If an ID card is lost, damaged or stolen it is the responsibility of the student to notify the Sixth Form. Lost cards are to be handed in to reception where we will arrange return to the card holder. To cover administration costs a fee is charged to replace lost or damaged cards.

The Sixth Form will regularly review the pictures that are on lanyards, and it is an expectation that you engage in the process of updating your image for the purpose of safeguarding our Sixth Form Community.



Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is also a form of child-on-child abuse and will be serious misbehaviour. One-off incidents, whilst they may be very serious and always be dealt with, do not fall within the definition of 'bullying'

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-bas 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexual orientation, religion)
Sexual	Explicit sexual remarks, or use of sexualised language, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any allegations of bullying will be taken seriously and fully investigated. The investigation will be conducted by a member of the Extended Leadership Team or Pastoral Team. If the allegation of bullying is supported by appropriate evidence further disciplinary action will be taken.



Child on Child Abuse (refer to the Child-on-Child Abuse policy)

What is child on child abuse?

Children and young people may be harmful to one another in several ways which would be classified as child-on-child abuse.

All staff should be aware that children and young people can abuse other children and young people (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Racial abuse
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); and Initiation/hazing type violence and rituals

Allegations of Child-on-Child Abuse

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Any allegations of child-on-child abuse will be seriously considered and be investigated by a member of the Extended Leadership Team or Pastoral Team. If the allegation of child-on-child abuse is supported by appropriate evidence further disciplinary action will be taken.

Approach to sexual harassment and sexual violence (refer to the Sexual Harassment Policy)

The Sixth Form will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Sixth Form's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Suspension or Withdrawal
- Referral to external agencies for intervention
- Reported to the Trust PCSO or police

The Sixth Form has procedures in place to respond to any allegations or concerns regarding a young person's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Managing the incident internally
- Referring to early help
- Referring to children's social care
- Reporting to the police or other appropriate agencies



Please refer to our child protection and safeguarding policy for more information

Relationships

While acknowledging that it is quite normal for there to be friendships between young people, the Sixth Form does not believe that it is in the interest of young people for such friendships to be overbearing. These guidelines are in place to ensure that the behaviour of students with regards to their relationships with one another are appropriate and discrete. The underlying principle in respect of students' relationships with one another is one of trust. However, these guidelines define the way in which students are expected to conduct themselves. Sexual relationships and healthy relationships are discussed in Tutorials.

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



LONGLEY PARK SIXTH FORM 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.



Behaviour Management

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.

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.

Physical restraint

The use of reasonable force is not taken lightly and is used to restrain or control a student in certain situations. In some situations, physical restraint may be used to stop a student from hurting themselves or others, from damaging property, or from causing further disorder.

The decision to physically intervene is down to the professional judgement of the staff concerned and will depend on the individual circumstances that they are presented with. Where possible all reasonable adjustments will be made to resolve a situation prior to intervening physically and we have a number of staff trained in Team Teach strategies that involves 95% de-escalation. However when using reasonable force in response to risks presented by students with special educational needs or disabilities (SEND), mental health or with medical conditions we will recognise the additional vulnerability of this group by planning proactive support for example individual behaviour plans or risk assessments.

The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

All staff have the legal power to use reasonable force. In these instances, staff must always explain the reasons for their actions to the student and why it was reasonable proportionate and necessary.

Staff may use reasonable force to retrain a student to prevent them:

- Causing disorder and refusing to leave the classroom or area
- At significant risk of harming themselves or others
- Damaging property

Incidents of reasonable force, must:

- Be applied using the minimum amount of force and for the minimum amount of time to mitigate against injury
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Team Teach Proforma and attached to CPOMS and reported to parent or carer



- Any occurrences of the use of reasonable force will be reported to the Principal

Confiscation

Any prohibited items (listed below) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to the Sixth Form:

- Knives or weapons (offensive weapon – the Sixth Form has determined that in addition to the legislative guidance, any knife irrespective of length constitutes as an offensive weapon, axe, BB gun, air guns, GATT guns, catapults, slings, bats, blunt instrument, and piping
- Illegal drugs or paraphernalia
- Alcohol
- Fireworks
- Pornographic images
- Stolen Items

Searching with or without consent

Should the Principal or any member of the senior leadership team with the delegated permission of the Principal suspect that a student is in possession of an illegal substance or weapon, we have the right to search and confiscate. This includes any item banned by the Sixth Form rules, or which has been identified by the DfE as an item which may be searched for, including knives or weapons, alcohol, illegal drugs and 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, or to cause personal injury, or damage to property.

Sixth Form staff can search a student for any item listed above with or without consent. If a member of staff suspects a student has a banned item (including drugs/alcohol) in his/her possession, they can instruct the student to turn out his or her pockets or bag. We will endeavor to contact parents/carers where possible prior to undertaking the search to ask that they come into Sixth Form to support the process. However, if the student poses significant risk or harm to others this will take priority. Parents/Carers will be notified of the search and outcomes.

The requirement is that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness, then the teachers wishing to conduct a search must do so. Written records will be kept on all searches using the search proforma. Where illegal substances, weapons or stolen items are found, the incident will be reported to the police and the confiscated items will be passed over to them

We have a duty of care and responsibility to prioritise the safety and wellbeing of students and as such referrals to external agencies may occur. For example, Safeguarding Hub, The Corner (Drug & Alcohol support).

Full Department for Education Guidance on Searching, screening and confiscation can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Unacceptable Behaviour or Serious Misconduct

Suspension/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. The Sixth Form will consider the DfE statutory guidance September 2017. 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.



Links to other Related Policies and Procedures

- Admissions Policy
- Student Disciplinary Process Summary
- Enrolment Guidance
- Staff Handbook
- Student Learning Agreement
- Safeguarding Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Safe Touch Policy
- Sexual Harassment Policy
- Assessment and Malpractice Policy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on: Behaviour and discipline in schools (The Sixth Form, although not bound by some statutory elements, will as part of good practice take into consideration and may apply some elements.

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Monitoring arrangements

This relationships and behaviour policy will be reviewed by the Principal and the AAC board annually. At each review, the policy will be approved by the Principal.

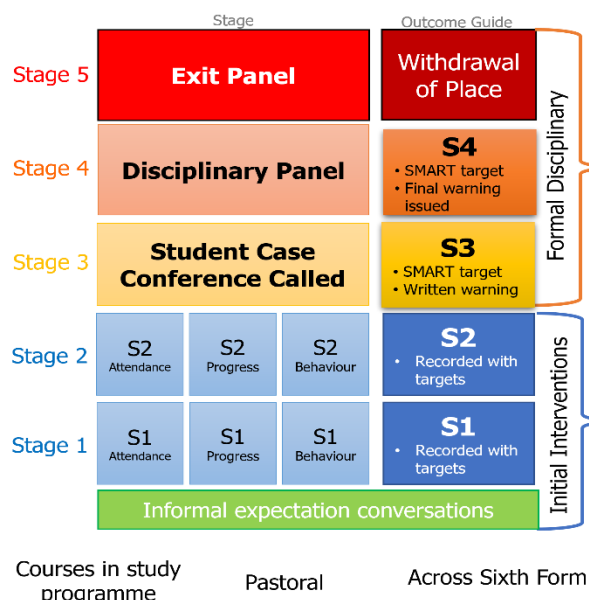


Appendix 1: Behaviour Management Framework

LONGLEY PARK SIXTH FORM CONCERN INTERVENTION PROCEDURES



2023 Engagement and Conduct Process



Exit Panel (Owned by AP but supported by a second AP): Further concerns at this point are owned by AP who completed DP stage but all stakeholders support. Meeting with student and parents/carers to notify termination of place. *Stage 5 paperwork completed*

Disciplinary Panel (Owned by AL): Further concerns at this point to still be managed leaders but tutor to support where possible.
Essential: AP AL/ST
Information gathered from – Tutor (who completed initial paperwork) **Class teachers / ALS**
Stage 4 paperwork completed. Careers meeting triggered

Student Case Conference (Must be agreed with Tutor): Representatives should meet with student and parents/carers. The representatives should include;
Essential: Tutor, CL/ACL or AL/ST
Information gathered from – Class teachers / ALS
Where attendance at the meeting isn't possible staff must provide written information to be included in the meeting. *Students are set SMART targets and may be placed on a Written Warning .*

Stage 1 and 2 (owned by the teacher(s) and tutor): Contact with student **MUST** be made with **Clear SMART targets recorded.** *Automated contact home is made when Stage is recorded on Arbor*

Teacher: Stages awarded for Progress and Behaviour concerns. Where attendance is impacting on progress this should be logged as a progress stage.

Tutor: May award all three stages but primarily attendance. Student may be escalated through stages by tutors where concerns across multiple areas are recorded.

**Serious concerns may enter the process at any stage.*

This process is for guidance only its application should be considered on a case by case basis. V5 – September 2023

Learning support and/or safeguarding and wellbeing needs of a student will be considered at all stages of the disciplinary 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. A letter will be automatically sent following S1 and S2 interventions by the support team.

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/carer. 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/carer representation, an advocate will be provided from the Sixth Form staff. If parents/carers are unable to attend, a letter will be posted 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 hearing will follow a set structure, please [see appendix 3](#). 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/carer of the outcome of the panel by phone as soon as possible. Formal confirmation of the outcome will be by letter 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/carer 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 letter 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 letter 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.

The Appeals Panel will consist of at least one member of the Trust, who will chair the Panel; a senior member of the Sixth Form's staff and a third member who may be another member of the Trust or Academy as above or an independent person invited by the Chair. None of the members of the Appeals Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view.

The Appeals Panel will operate following the same process and guidelines set out above for the Disciplinary Panel. The Appeals Panel can confirm the outcome of the original Disciplinary Panel, require the Disciplinary Panel to be rerun with alternative staff hearing it, or it can reduce or remove disciplinary action as it sees fit.

The Appeals Panel is the final action available within the Sixth Form's processes. If the student or parents/carers feel that the disciplinary process has not been properly or fairly operated, they have a right to complain to the Educational and Skills Funding Agency, which will be set out in the letter informing all parties of their decision.



Appendix 2: Suspension Checklist

Activity	Checked
Member of staff who has removed the student(s) away from the incident, check if medical attention/First Aid is required initially to then talk to them and offer them time and space to calm down	
This member of staff writes the name, student number and other relevant details about the incident from the student on the Incident Statement Form	
This member of staff will alert the SLT who will determine who takes the lead on the incident (Investigating Officer, IO)	
Before the student is sent home, the IO must contact home by phone informing parent/carers their son or daughter has been involved in an incident and investigation will occur. In the meantime, their son or daughter will be sent home to mitigate against safety and risk	
IO update Arbour – in relation to contact made with home and ensure attendance marks are applied accordingly to cover absence during period of investigation	
IO investigate the incident with statements collated from staff or students who may witnessed the incident and/or spoke to the students involved.	
IO to Gather additional information (CCTV, Mobile Phone footage)	
<p>I/O having gathered sufficient evidence related to the incident decides upon the outcome of the investigation</p> <p>IO informs the Assistant Principal (Behaviour) of the outcome of their investigation and where outcome incident may lead to suspension, the Principal to authorise, in the absence of the Principal the most senior member of staff to agree and authorise (decision to be based on all information and evidence collated in the pack)</p>	
IO informs parent/student of the outcome of the investigation, followed up by email confirmation of the suspension and number of days suspended	
IO to inform Executive PA to the SLT Team to ensure Follow up Letter posted home & upload into Cedar	
IO notifies relevant staff that the student has been suspended and work should be supplied to them to cover period of suspension	
<p>Student is required to attend a meeting where the incident will be discussed but no formal disciplinary action will be taken</p> <p>Student is required to attend a re-admission meeting as part of the formal disciplinary process</p>	
If it is decided a disciplinary meeting should take place – the IO contacts the student and family by phone and informs them they are required to attend a disciplinary meeting and confirms by email. The IO will also invite any relevant key stakeholders (e.g., Tutor, PCSO)	



Appendix 3: Disciplinary Hearing Agenda

Item	Lead
Purpose of the meeting and possible outcomes	Chair
Introductions	Chair
EHCP / CLA / SEN/Safeguarding Issues	Chair
Case presented on behalf of Longley Park Sixth Form	Investigating Officer
Questions on point of fact	Student and/or representatives
Mitigation and other points of value	Student and/or representatives
Closing comments and summary on behalf of Longley Park Sixth Form	Investigating Officer
Closing comments and summary on behalf of student	Student and/or representatives
Next steps and outcome reporting	Chair

Appeals Panel Agenda

Item	Lead
Purpose of the meeting and possible outcomes	Chair
Introductions	Chair
EHCP / CLA / SEN/Safeguarding Issues	Chair
Case presented on behalf of Longley Park Sixth Form	Chair of Original DP
Questions on point of fact	Student and/or representatives
Mitigation and other points of value	Student and/or representatives
Closing comments and summary on behalf of Longley Park Sixth Form	Chair of Original DP
Closing comments and summary on behalf of student	Student and/or representatives
Next steps and outcome reporting	Chair



Appendix 4: Parental Instructions to access EduLink

Staying informed – EduLink One

Sharing information with people at home is important to us. For this reason, we are asking all students and parents to download the EduLink app which will allow parents and students alike to keep updated with key information such as student timetables, attendance, progress and behaviour. It provides all the information you as a parent or your child will need to keep UpToDate with everything to do with Sixth form.

The EduLink One app is available for iOS and Android devices.

You can download from these links or search in the App or Play stores, just search for EduLink One.



[edulink one app - Android Apps on Google Play](#)



[EduLink One on the App Store \(apple.com\)](#)

Once you have downloaded the app, open the app and you will be presented with the following screen.

You will need to enter the Sixth forms postcode (S5 6GS) after which you will be prompted to enter a username and password – this is your child's username and password for sixth form.

