



Longbenton HIGH SCHOOL

Behaviour for Learning

2025

Contents

1. Rationale & context	3
2. Aims	4
3. Legislation and statutory requirements	4
4. Roles and responsibilities	5
5. General expectations	5
6. Definition	7
7. Bullying, Sexism and Sexual Harassment / Abuse	7
8. General Expectations	8
9. Rewards	9
10. Sanctions	10
11. Behaviour Management	14
12. Student Transition	17
13. Training	17
14. Monitoring arrangements	18
15. Links with other policies	18
Appendix 1: Staff Roles and Responsibilities	19
Appendix 2: Consequence procedures	21
Appendix 3: Behaviour for Learning Staged Consequences	26
Appendix 4: Home School Agreement	27
Appendix 4: Mobile Phone Use	28

NB: This policy will be reviewed by the Senior Leadership Team/Pastoral Leadership and agreed with governors, each academic year.

Behaviour Management Policy

This Policy applies to all teaching staff.

Related policies and documents: Anti-bullying, including cyber-bullying; Single Equality; Use of the Internet; Uniform; Home School Agreement; Student Code of Conduct.

The senior leadership team (SLT) oversees the application and monitoring of this policy.

Relevant Middle Leaders will have an overview of behaviour incidents and patterns of behaviour in their areas of responsibility, together with resolutions; they will report regularly to their SLT line-manager.

For the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the public, or might bring the school into disrepute.

1. Rationale & context

1.1 Our vision is to be an excellent school for our local community; a school of first choice that students are proud and happy to come to every day. We were rated Good by Ofsted in 2022 and have been oversubscribed since 2023 - parents recognise that we have high expectations and want their children to come here.

1.2 We are an organised school, with clearly defined boundaries. Our expected 'normal' is a calm and purposeful atmosphere where students feel safe, want to learn, and where teachers can teach. **We have 3 basic rules:** listen when spoken to; always do what is asked first time of asking; on time everytime. We cannot run an orderly school without compliance from students on these three basic expectations.

1.3 Our core **KIDMAP values** (kindness, integrity, determination, manners, ambition, positivity) are lived in all relationships here. We expect our students to display these traits in and out of school at all times and for these to be endorsed by our families. This is an inclusive environment, respectful of protected characteristics and difference, with regard to the school's legal duties under the Equalities Act 2010, in respect of students with Special Educational Needs.

1.4 We do not permit the use of mobile phones here. We also expect students to maintain the following basic standards: no chewing gum, exemplary uniform, no litter. Our classrooms are orderly, with entrance and exit routines and lessons are always purposeful.

1.5 There is a high profile rewards systems where students that consistently behave and engage fully are championed and rewarded - we use house points via Bromcom to monitor progress and parents can engage with this through My Child at School (MCAS).

1.6 We do not tolerate verbal or physical aggression or abusive language in any form between students; between students and staff; or between parents and staff. We do not tolerate bullying or behaviour that is perceived to be bullying in any form between students; between students and staff; or between parents and staff.

1.7 At Longbenton High School, we see behaviour as the most important school improvement driver. We have a 'Warm/Strict' approach; this means setting high expectations and standards that everyone should meet, regardless of prior attainment or background, whilst at the same time providing a nurturing, caring environment where individual needs are met. These two things are not mutually exclusive.

1.8 We don't subscribe to the view that behaviour is the sole responsibility of school or that expecting good standards is 'oppressive'. We all have a collective responsibility to work together - staff and families - to ensure that students understand and can meet our expectations.

1.9 We also believe in a restorative approach and want to provide students the platform and opportunity to reflect on unacceptable behaviour in a bid to show improvements in the future. Students have a right to learn and teachers to teach and, without good behaviour, neither is possible. The school has a responsibility both to manage students' behaviour and to encourage students to manage their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school.

Successful approaches to establishing an excellent climate for learning and appropriate behaviour are built on strong relationships with students. Our approach at Longbenton High School centres on the word “respect”, in terms of others, self, environment and learning. It is an all encompassing approach that applies to behaviour in classrooms and around the school. Consistency, fairness and inevitability (in terms of rewards/sanctions) are all important in our approach.

All students at Longbenton High School can expect:

- To feel valued and safe.
- To work and learn together as a harmonious community based on mutual respect and our KIDMAP values.
- To be challenged to learn and explore new ideas.
- To be encouraged to think independently.
- To take responsibility for their own learning.
- To make excellent progress with the guidance, feedback and support that we give them.
- To benefit from an inspiring curriculum.
- To become responsible, caring, moral citizens.
- To make positive contributions to the school, local and global community.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students are expected to behave e.g. promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Praise and support positive behaviour.
- Encourage students to reflect on unacceptable behaviour.
- Use preventative measures wherever possible.
- Involve parents in the management of their children’s behaviour; encouraging a positive relationship with parents/guardians/carers.
- Provide staff, students and parents with common standards and guidelines for behaviour management.
- Provide staff with the necessary support in dealing with incidents of challenging behaviour.
- identify the set procedures in managing students who, for whatever reason, choose to disregard this policy.

3. Legislation and statutory requirements

3.1 This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

- [Suspension and permanent exclusion guidance](#)
- [Sexual violence and harassment in schools](#)
- [Behaviour in Schools: Advice for Headteachers and School Staff](#)

4. Roles and responsibilities

4.1 The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour in the school and will keep it under review. The Governing Body will ensure that it is: communicated to students and parents/ guardians/carers, is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

4.2 The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school 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.

4.3 Students are responsible for: their own behaviour and understand how this should reflect the principles of the school policy; reflecting on their own behaviour; following the student [code of conduct](#) and [home school agreement](#).

4.4 Staff are responsible for:

- Implementing the behaviour policy and ensuring that it is followed consistently;
- Ensuring that students have the opportunity to reflect on their behaviour, and facilitate opportunities for students to discuss behaviour that falls below our expectations (and its impact on themselves and others);
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents on Bromcom (which allows parents to see incident on MCAS);
- Communicating with parents in a timely manner and ensuring phone calls and emails are responded to within 48 hours (this may be a holding email or call in the first instance) and that issues are followed up to ensure they are fully resolved.

4.5 Parents are responsible for taking responsibility for the behaviour of their child both inside and outside the school. Parents will be encouraged and expected to work in partnership with the school to maintain high standards of behaviour and will be expected to ensure that their child attends any sanctions that have been imposed. This may include re-arranging, cancelling or postponing after school appointments to ensure their child is able to complete any sanction in a timely manner. Parents will have the opportunity to raise with the school any issues arising from the operation of the policy by communicating in the first instance with the students' teacher/tutor and if necessary with relevant middle leaders/senior staff. Parents should support their child in adhering to the student code of conduct; inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with their child's tutor promptly. We ask that parents make appointments to speak to staff before coming into school.

5. General expectations: respect others, self, environment, learning

5.1 Students should follow our **code of conduct**:

1. **Always do what is asked the first time of asking** and follow instructions immediately, politely and calmly without arguing. **Listen in silence when somebody is talking.**
2. Modify behaviour once a member of staff provides any form of correction (eg opportunity).

3. Walk around the building quietly and purposefully: keeping to the left, abiding by the one-way system, respecting the personal space of others.
4. Live the school KIDMAP values:
 - Demonstrate **kindness**, ensuring that my actions and words do not harm others; respecting the differences of others.
 - Demonstrate **integrity** by valuing honesty and openness; taking responsibility and accountability for my actions; acting in the right way even when no one else is watching.
 - Demonstrate **determination** by always trying my best, even in the face of diversity or when academic work becomes challenging, including homework.
 - Demonstrate **manners** at all times by showing my appreciation for others; saying please and thank you; holding open doors for others; picking up litter and respecting the school building. Follow the school's behaviour policy and student code of conduct.
 - Demonstrate **ambition** by getting the best out of my time at school to make my success inevitable; be committed to becoming the best version of myself.
 - Demonstrate **positivity** by actively engaging with my learning and development; responding to my teachers' feedback and seeking out opportunities to be involved in the life of the school.
5. **On time every time:** arrive at school and to all my lessons on time. Aim for at least 96% attendance.
6. Remain in class and school unless given direct permission by a member of staff to leave.
7. Bring to school the equipment needed for learning.
8. Wear the correct uniform to and from school and smartly throughout the day: tie and blazer; shirt tucked in.
9. Do not wear excessive jewellery, make up, fake tan, false nails or false eye lashes; follow the uniform policy on these issues.
10. Follow the entrance routines for the lesson (sit where I am told according to the seating plan, complete starter/ do now task, answer register in silence) and exit routines (chairs under, tidy away, wait to be dismissed).
11. Remain focused in lessons concentrating on what the teacher is saying and the lesson content; actively engaging with the activities set by the teacher.
12. Show respect for my own learning and that of others (silent as default; sitting in accordance with the seating plan). Avoid disrupting the learning of others.
13. Always complete my classwork and homework on time and to an excellent standard. Make sure I catch up with my learning if I have been absent from school or have fallen behind for other reasons and attend intervention when directed.
14. Only drink water from a transparent water bottle and not otherwise eat, chew or drink in lessons or corridors; do not bring energy drinks or chewing gum into school.
15. Switch off my mobile phone in the morning before arriving at the school gate and keep it turned off until I leave the school site at the end of the school day; keep my mobile phone in my bag/pocket in all areas of the school and at all times.
16. Do not graffiti or doodle on my work, textbooks or the work of others; do not wilfully damage school property.
17. Ensure at break times I am either sat in the cafe/dining area or directed outdoor space. Do not enter any of the stairwells or upstairs space during break/lunch.
18. Avoid congregating in large groups inside or outside the building.
19. Respect others by not making any comments which are homophobic, racist or upsetting to others.

20. Respect the property of my peers and the school, never defacing the building, dropping litter or spitting.
21. Never being physical, insulting, undermining or swearing at anyone; avoiding abusive and aggressive language and attitude towards staff or peers; never bullying others or acting in a way that could be perceived as bullying.
22. Remembering that I am always an ambassador for Longbenton High School, including outside in the community and within any online activity.
23. Leaving school and making my way home in an orderly, responsible way and respecting the local community.
24. Respecting those around me, speaking to all peers, transport staff and members of the public quietly and politely when travelling on public transport.
25. Handing over requested items and allowing staff to search my bag and/or blazer if required to do so.

6. Definitions

6.1 Examples of misbehaviour:

- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Persistent non-completion of classwork or homework.
- Persistent poor attitude.
- Persistent incorrect uniform / equipment.

6.2 Examples of serious misbehaviour:

- Refusal to follow school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking/Vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - ★ Knives or weapons.
 - ★ Alcohol.
 - ★ Illegal drugs.
 - ★ Stolen items.
 - ★ Tobacco and cigarette papers.
 - ★ Vapes.
 - ★ Fireworks.
 - ★ Pornographic images.
 - ★ Any article 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).

7. Bullying

7.1 Refer to the [Anti bullying](#) and [Safeguarding](#) policies, these are also accessible to parents on the school website.

8. General expectations: respect others, self, environment, learning.

Students should:

- Behave in an orderly, safe and self-controlled way.
- Show respect to members of staff and each other.
- Be courteous and well mannered.
- Be kind to all other members of the school community and visitors to the school.
- Be punctual, fully equipped and ready to learn.
- In class, make it possible for all students to learn. Work cooperatively and to the best of their ability.
- Expect sanctions for non-compliance, i.e. failure to follow reasonable instructions from staff (i.e. instructions related to the application of the behaviour management and other relevant policies).
- Show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and the school.
- Switch off mobile phones & other electronic devices including headphones before they enter the school site and leave them out of sight when in school.
- Keep the school clean and tidy.
- Move quietly and considerately around the school.
- Treat the school buildings, people's property and the environment with respect.
- Wear the correct uniform at all times.
- Take responsibility for their own actions and accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Seek help or advice if problems arise and report concerns or incidents.
- Comply with all student-related policies.

Students will/must not:

- Smoke/Vape on the school site nor to and from school or at any time whilst wearing school uniform.
- Use mobile phones whilst in school.
- Photograph or record students or staff in school.
- Be in possession of banned or prohibited items in school (**see a fuller list of these items in Section 6, p. 7, of this policy**), such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes or stolen goods, inappropriate materials (such as pornography).
- Bring gum onto the school site or chew gum on the school site.
- Bring valuable possessions to school.
- Leave the school premises at any time without a written request from his/her parents and and/or permission from a senior member of staff (all students leaving must sign in and out at Student Reception/Main Office).
- Drop litter or damage the fabric of the school or the school premises.
- Bring into school nor consume 'energy' drinks such as Relentless, Prime, Monster (i.e. drinks high in caffeine or other similar stimulant chemicals).
- Eat during lessons, unless for authorised medical reasons drink anything other than still water from a clear plastic bottle during lessons (at the teacher's discretion); any consumption in Science and ICT lessons is not normally permitted.

- Refuse to follow instructions of any staff member.
- Return to lessons until they have complied with instructions and/or relinquished items that have been confiscated in accordance to the behaviour, (e.g. mobile phones) or uniform policy (e.g. jewellery).
- Attempt to avoid the sanctions that have been imposed as a result of unacceptable behaviour.

Staff should:

- Utilise a range of positive behaviour management strategies.
- Regularly communicate and model high expectations and the values of the school – Kindness, Integrity, Determination, Manners, Ambition and Positivity.
- Support students and guide students to making positive choices about behaviour.
- Endeavour to provide consistency by using sanctions according to the severity of the behaviour and by using the school's escalation system.
- Maintain consistent expectations at all times.
- Attempt to build positive and productive working relationships with students.
- Understand the needs of students and try to look for causes of unacceptable behaviour.
- Adopt both a preventative and restorative approach to behaviour management.
- Provide opportunity for students to discuss their behaviour and guide students towards understanding of positive and improved behaviour.
- Ensure students are supported appropriately in a way that leads to positive and improved behaviour.
- Adhere to support strategies laid out in SSP (Student Support Plans) and/or PSPs (Pastoral Support Plans).
- Adhere to support strategies recommended by external agencies such as CAMHS, Children's Services, Educational Psychologists etc.

Behaviour in and around the school

- In movement around the school, students should move in an orderly and quiet fashion. They should line up sensibly outside rooms and enter and leave all classrooms in a calm manner, as directed by staff.
 - Students should observe the one-way systems in operation around the school (up and down correct Explore/Evaluate staircase and corridor) and should keep to the left in corridors.
 - All bells are action bells and students should move when informed by the teacher/tutor.
 - Students must be on time for school and for lessons and have the necessary equipment and books with them.
 - Students should only use the official entrances to the school grounds.

9. Rewards

KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.

Longbenton High School believes ethos of encouragement is central to the promotion of good behaviour. Our view is that success is its own reward, but we also recognise that students respond positively to a system whereby they can earn points for meeting standards of good behaviour. To that end, all students can earn HERO points during registration and every lesson during the day. Students are rewarded by demonstrating the KIDMAP values from their subject teachers for their conduct and performance in lessons and from their tutors for attendance and punctuality. These points are recorded and tracked in

Bromcom. They are then used to earn places on rewards activities and trips at the end of each academic term.

The aim of the rewards system is to:

- Sustain a culture where praise, achievement and rewards are accepted and celebrated.
- Encourage a positive attitude towards work, behaviour and school.
- Develop a system of rewards that are known, understood and are consistently applied.
- Support the school's behaviour policy and reward effort.
- Reinforce the school's ethos of respect and promote a praise and celebration culture.

The rewards system

- Students can only be rewarded using the KIDMAP values.
- Praise for positive behaviour and effort both verbal and as part of written feedback.
- Positive points recorded on Bromcom.
- Celebration of work using displays, social media and the school newsletter.
- Letters/post cards/emails or phone calls home to parents/carers.
- Monthly Headteacher award for those students who consistently display the KIDMAP values.
- Termly year group celebration assemblies where Year Leader will recognise achievements and give recognition for contribution to school life.
- Year Leader certificates sent home in recognition of outstanding attitudes for learning.
- Annual events for example sports day awards and trophies for both individuals and form groups.
- End of Year celebration assemblies, which include recognition for effort and achievement in a range of areas. Student work and performances are included in these celebrations.

There will be additional bespoke events for each year group throughout the school year to recognise students who continue to follow our BfL culture in school, these will be events like cinema/film events, sporting activities and extended social time.

10. Sanctions

Teachers have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school (see Section 10.3 below). At the Headteacher's discretion, the authority to administer sanctions in line with this policy applies to all paid staff with responsibility for students, such as teaching assistants.

Sanctions are needed to respond to inappropriate behaviour; a sanction serves as a punishment, a deterrent, and an opportunity to reflect. Reasonable penalties can include: confiscation, retention, or disposal of a student's property (see section 11.3 below); periods of reflection, either during the school day (during break and/or lunch times) or after school; internal reflection time in the Reset Room. Headteachers can also decide to suspend a student for a fixed period or to permanently exclude them.

The school uses periods of reflection as a form of sanction; whilst home/school communication is important, parental consent is not required with regard to the serving of periods of reflection, and parents are responsible for their children's journey home following an After-School Reflection.

Staff will utilise evidence to inform their decisions with regard to issuing sanctions. Evidence might include statements from staff, statements from students (including victims, perpetrators and other witnesses) and, where available, CCTV footage. CCTV is installed in various parts of the school for this purpose, and also to help us keep students safe when on-site. As a result, CCTV is installed in toilet areas,

pointed at the hand-wash basins and communal areas, but never towards any areas which would be classed as intimate, such as urinals or into toilet cubicles.

Staff will also use the consequence procedure detailed in Appendix 2 to support decisions regarding sanctions for unacceptable behaviour.

Parents will be notified via My Child at School (MCAS) regarding the setting of an After-School Reflection, supported by communication from staff where necessary. Whilst we want to operate this and all policies with the support of parents (under the Education Act of 2011) a school wishing to detain students outside of normal school hours as a means of sanctioning unacceptable behaviour is not obliged to give 24 hours' notice to parents, only to inform parents on the day.

Sanctions that may be used and the form of communication:

Sanction	Communication
Restore	MCAS
After School Reflection (R1, R2 or R3)	MCAS, email or phone
Reset Room	MCAS, Email, phone or meeting
Super Reset	MCAS, Email, phone or meeting
Suspension (prev. known as Fixed Term Exclusion)	Phone or meeting, plus written letter
Permanent Exclusion	Phone or meeting, plus written letter

As sanctions are recorded in Bromcom, it is the parent's responsibility to ensure that they check their My Child at School app regularly.

Restore (10 minutes)

Students can be asked to wait behind for a maximum period of 10 minutes at break times, lunch time or at the start/end of the day if their behaviour in the lesson prior is judged, in the opinion of the teacher, to be unacceptable. These periods will provide teachers time to address concerning behaviour as well as providing students additional opportunity to complete work that was not completed during the lesson time. These periods will not be 'formal' periods of reflection and will be set completely at the teachers' discretion, with no prior notice given to parents. These periods aim to restore the relationship between the student and the teacher to support learning in the next lesson.

Whole School Reflections

Teachers may set a Whole School Reflection which is completed centrally after school if a student has not modified their behaviour after an opportunity 1, an opportunity 2 and a restore have been issued. Additionally, a teacher may set a whole school reflection if a student fails to attend their 10 minute restore. The teachers' decision is final – parental consent or agreement is not required. Students must attend these sanctions or further sanctions will be applied (i.e. Reset Room/Suspension). The Whole

School Reflections are held on Monday, Wednesday and Friday evenings from 3.15-4.00pm. However, the school reserves the right to set a reflection after school on any day of the week. In addition, the school can impose an R2 (3.15pm - 4.30pm) or R3 (3.15pm - 5pm) Whole School Extended reflections if a student does not attend their 45 minute reflection, fails to meet expectations in a reflection or has gained multiple whole school reflections that week.

In addition, the school will not re-arrange any Whole School Reflection unless there is a clash with an emergency medical/hospital appointment or clear safeguarding concern. The easiest way for students to avoid having to sit periods of Reflection is to meet expectations.

Reset

The goal of Reset is to provide a structured environment that encourages students to reflect on their behaviour and return to regular classes prepared to learn. Students who are removed or truant from lessons twice in a day will do 5 lessons in Reset. Students must work quietly and independently. Break and lunch periods will be separate from the general student population. Students will need to successfully complete a minimum of five full lessons in Reset. This may extend into the next school day, depending on the time of day they started. Failure to meet the expectations whilst in Reset can result in a minimum of a 0.5 day suspension and the students will be required to complete Reset on their return until they pass 5 periods. Students can also be escalated to Super Reset if required.

Relevant staff will endeavour to meet with students during their time in the Reset Room to provide opportunity to discuss the incident that led to the sanction, focussing on reinforcing expectations, outlining the future consequences of repeated behaviour and discussing how future behaviour can be improved. This meeting follows the rationale of restorative behaviour management.

Students will only return to lessons once they have successfully completed their time in the Reset Room – this includes behaving appropriately (in accordance to the rules of the Reset Room) and completing all work set to a satisfactory standard.

Incidents relating to child-on-child abuse will almost always be sanctioned at this level, as a minimum. Staff will refer incidents of child-on-child abuse to senior leaders who will make the final decision regarding sanctions, taking into account multiple factors such as severity, context, frequency, etc. The school operates a zero-tolerance policy to all forms of sexual homophobic and racial abuse. For high levels of sexual abuse/violence, the school will utilise external services, such as the police, alongside in school sanctions.

Super Reset

Super Reset is an additional tier of Internal Suspension and is an alternative to Suspension. It takes place from 10am-4pm. Students should not be in school until 10am. If serious incidents happen in school, where possible we will use this internal suspension space rather than suspending students from school all together. Super Reset is also for students who fail to attend an 'R3 reflection'. Failure to meet the expectations whilst in Super Reset can result in a minimum of a 0.5 day suspension and the students will be required to return the following suspension to complete the required number of days until they pass this intervention and the reintegration meeting.

Suspension (previously known as: Fixed Term Exclusion)

Students may face suspension for more serious behaviour incidents or for failure to meet the expectations of the Reset Room. All parents should attend a reintegration meeting following a period of

suspension to reintegrate the student into school and troubleshoot any issues to mitigate further incidents.

Permanent Exclusion

A student is highly likely to be permanently excluded if they are found to be carrying a weapon or drugs on school site. Students are also highly likely to be permanently excluded if they physically assault or display excessive levels of violent and aggressive behaviour to a member of staff. Finally, students who display persistent and ongoing unacceptable behaviour and disregard to the school's behaviour policy may be permanently excluded if appropriate levels of improvement are not evident, despite rigorous support from the school as documented in SSP (Student Support Plans) and PSP (Pastoral Support Plans).

10.1 List of sanctions

The school may use any of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Behaviour logged onto the management information system.
- Sending the student out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- 45 minute reflection period after school.
- Break or lunch time reflection.
- Placing the student at a formal stage of the pastoral support plan.
- Letters or phone calls home to parents.
- Agreeing a behaviour contract.
- Putting a student 'on report'.

10.2 Staged consequences

If a student disrupts the learning of other students then the staged consequences below will be enforced by the teacher. The severity of the behaviour will determine which consequence will occur.

Opportunity 1 - First warning - Students behaviour is affecting their learning and that of others. They will be warned by the teacher and told what needs to improve.

Opportunity 2 – Second warning – Students behaviour continues to affect their learning and that of others. They will be warned by the teacher and told what needs to improve. This is recorded on Bromcom.

Restore - 10 minutes - Students behaviour does not improve, therefore they are issued a 10 minute restore before the next lesson. A restore may be before/after school or at break/lunch time and is at the teachers discretion. A restore aims to explore the issues in the lesson, repair the relationship and provide a fresh start with clear expectations prior to the next lesson. If a student does not engage and reflect on their behaviour during a restore this may be upscaled to a 45 minute whole school reflection. If a student does not attend their restore this will be upscaled to a 45 minute whole school reflection.

Remove 45min (-1) - Students behaviour does not improve so is relocated to a different room by on call and receives a Whole School Reflection (45 minute). The teacher will hold a restorative conversation during the reflection period wherever

possible. It is not expected that a phone call is made to parents. If a student does not attend their 45 minute whole school reflection this will be upscaled to a 90 minute double reflection and parents will be notified.

**Note: Reflections cannot be set into the following week to allow all students a fresh start each week. However, if a student receives more reflections than they will be able to complete they will be upscaled to a double, triple or day in Reset/Super Reset depending on each individual situation.*

Reset - Students who are removed or truant from lessons twice in a day will do 5 lessons in Reset. Students must work quietly and independently. Break and lunch periods will be separate from the general student population. Students will need to successfully complete a minimum of five full lessons in Reset. This may extend into the next school day, depending on the time of day they started. Failure to meet the expectations whilst in Reset can result in a minimum of a 0.5 day suspension and the students will be required to complete Reset on their return until they pass 5 periods. Students can also be escalated to Super Reset if required.

10.3 Off-site behaviour

Sanctions may be applied in line with the behaviour policy where a student has misbehaved off-site when representing the school, such as on a school trip, work experience or they are identifiable as a student of the school for example on a bus or on the way to or from school.

This also applies to students who break school conduct during extended school activities such as sports events, revision or support sessions or any activity where poor behaviour might jeopardise the chances of future students participating. Parents need to be aware that external agencies including the Police and Children's Services will be provided with details of incidents by us when/if required.

Where instances of bullying occur, either verbal or using social media, students can be sanctioned in the same way as if it occurred within school. LHS will support parents with evidence, where available, should they wish to pursue prosecution when bullying and intimidation fails to cease after intervention strategies.

Where instances of anti-social behaviour have taken place outside school which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including excluding the student.

10.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will address the behaviour in accordance with this policy.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Behaviour management

11.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Strong working relationships with students are key:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the whole school expectation within their classroom
- The member of staff has planned the lesson appropriately to support all learners
- Develop a positive relationship with students, which may include:
 - ◆ Greeting students at the classroom door in the morning/at the start of lessons.
 - ◆ Establishing clear routines and seating plans.
 - ◆ Communicating expectations of behaviour in ways other than verbally.
 - ◆ Highlighting and promoting good behaviour.
 - ◆ Having a plan for dealing with low-level disruption.
 - ◆ Using positive reinforcement.
 - ◆ Using de-escalation techniques, for example, adopting a calm and curious not furious approach to discussion.
 - ◆ Dealing with students in a consistent, calm and considered way.
 - ◆ Concluding the day positively and starting the next day afresh.
 - ◆ Share information, strategies and support to enhance classroom management.

11.2 Screening, Searching and Confiscation

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Screening:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Any member of staff may screen students.
- If a student refuses to be screened, the school may refuse to have the student on the premises and/or in lessons. If the student continues to fail to comply and the school does not allow the student on the premises, the school has not suspended the student and the student's absence will be treated as unauthorised.

Searching with the student's consent:

- School staff can search students with their consent for any item which is banned by the school rules and/or prohibited by law.
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets, or look in the student's bag, or through outer clothing when removed and for the student to consent.
- Searches will always be conducted with safeguarding in mind. For example, searches will not be conducted if the search would put the student at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets, blazers). For more intimate searches, police will be involved, but a member of staff from the school will remain with the student and act as an advocate for the student (and their well-being) throughout the process, and certainly until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.
- Searches will always be conducted with at least 2 members of staff in attendance, one of which will be from the same biological gender as the student being searched.

- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.

Searching without the student's consent:

- The Headteacher (and staff authorised) has a statutory power to search a student or his/her possessions, without the student's consent, where there is a suspicion that the student has certain prohibited items**. When searching without consent, there should be two members of staff (of the same gender as the student being searched where possible) present at all times.
- Searches can be carried out where staff have reasonable suspicion that items have been used to cause an offence, harm to a student or damage to property.
- If the student refuses to be searched or have his/her belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
- Searches will always be conducted with safeguarding in mind. For example, searches will not be conducted if the search would put the student at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets, blazers). For more intimate searches, police will be involved, but a member of staff from the school will remain with the student and act as an advocate for the student (and their well-being) throughout the process, and certainly until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.
- Searches will always be conducted with at least 2 members of staff in attendance, one of which will be from the same biological gender as the student being searched.
- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.

Other issues pertaining to searches

- Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so.
- If the student refuses to be searched or have his/her belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.
- If a student refuses to attend school because they will not allow himself/herself/themselves to be searched, it will be recorded as an unauthorised absence, not a suspension.

Confiscation:

- The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use his/her discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search, as long as it is reasonable in the circumstances. Where any item is thought to be a weapon, controlled drugs or a stolen item, it must be passed to the police, unless there is good reason not to do so, as a result of a 'with consent' or 'without consent' search. The Headteacher will decide when and if to return other confiscated items, in line with the Education Act 2011.
- Students found in possession of prohibited items may face suspension from the school. Furthermore, any student found in possession of an offensive weapon and/or illegal drugs should expect permanent exclusion as a result.

- Students who do not relinquish banned or prohibited items (inc. mobile phones) will not be allowed to return to normal lessons until the item in question has been confiscated. Students will remain in school during this time and will be isolated with an appropriate member of staff/in an appropriately supervised area. Students who do not come to school during this period are not excluded and their absence will be marked as unauthorised.
- Where mobile phones are confiscated, the school will attempt to make contact to report this to the parents so that they can collect the phone. However, all other items that are confiscated, including jewellery will be placed in the school safe and, like the mobile phones can only be collected by parents. However, it will be the responsibility of the child to inform the parent if an item (other than a mobile phone) is confiscated.
- The school reserves the right to only return any confiscated item to the parent and not to the child.

*Banned items at LHS: cigarettes/tobacco products, including e-cigarettes or other simulated cigarette/nicotine related products; chewing gum; carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless; fireworks/firecrackers; matches/lighters; water pistols or any toy that resembles a weapon; chemical substances other than controlled drugs, e.g. 'legal highs'; pornographic material; also any other items or materials that are prohibited for children under the age of 16 if the student in question is under the age of 16 that do not appear in the 'Prohibited items' list.

**Prohibited items: weapons, knives, alcohol, illegal/controlled drugs, stolen items. Items of inappropriate uniform, e.g. jewellery, hoodies, etc, will also be confiscated.

11.4 Mobile phones

Procedures around should be closely followed, see appendix 5.

11.5 Student support

The school 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 school's special educational needs co-ordinator 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.

In order to support student misbehaviour a structured approach to intervention is in place:

Stage 1: **Tutor** – Calls home, report, notifies RSL of student concern, letter home

Stage 2: **Year Leader/Pastoral Manager** – Face-to-face with parent (**Year Leader/Pastoral Manager and tutor**), report, notifies SLT lead, student can be placed in after-school detention or isolation, letter home.

Stage 3: **Assistant Headteacher** – Notifies Pastoral Managers, Face-to-face with parent (Year Leader and AHT), report, notify Deputy Headteacher of issues, student can be placed in isolation or SLT detention, letter home

Stage 4: **Deputy Headteacher** – Notifies Pastoral Managers, Face-to-face with parent (Year Leader and AHT), report, notify Headteacher of issues, student can be placed in isolation or SLT detention, letter home

Stage 5: **Headteacher** – meeting with parent (Year Leader, AHT and HT), Headteacher report, student can be placed in isolation with Headteacher, SLT detention, exclusion or school supported move

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

12. Student transition

To ensure a smooth transition from Year 6 to Year 7, students have transition sessions with their new school teacher(s). In addition, staff members hold transition meetings.

Student information will be shared when a student moves class group or year group where a change of teacher is involved.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

13. Training

Our staff are provided with training on managing behaviour as part of the induction process and on-going Professional Development. This will include materials delivered by both internal and external staff. The topics will link to our school improvement and development plan and the monitoring of school behaviour data and school/staff based needs.

14. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be made available to stakeholders once approved by the Governing Body.

15. Links with other policies

This behaviour policy is linked to the following policies:

1. Anti-bullying policy
2. Safeguarding policy
3. Peer on peer abuse policy
4. CCTV Policy

Appendix 1: Staff Roles and Responsibilities

Form Tutors

- Positively manage behaviour and help prepare students to be ready to learn
- Use restorative approaches to resolve issues
- To consistently promote and model high expectations of behaviour and classroom protocol
- Monitor students behaviour, attendance and punctuality and identify students causing concern
- Discuss issues with students, helping them to improve the management of their behaviour
- Inform pastoral team of students causing concern
- Support students and pastoral team with intervention work
- Communicate concerns to parents
- Attend fortnightly pastoral meetings and training
- Use classroom and school displays to promote positive behaviour, respect, attendance and rewards
- Check monitoring reports and liaise with their linked pastoral team where appropriate
- Follow the school's child protection policies and procedures

Teaching Staff

- Use restorative approaches to resolve issues
- Positively manage behaviour in each teaching group
- Use the rewards and sanctions system fairly and consistently
- Raise concerns about persistent behaviour issues or serious breaches with the Curriculum Leader, Year Leader, Pastoral Manager, Form Tutor or Line Manager
- Develop classroom management skills consistent with school approach
- Ensure lessons are engaging and inclusive
- Complete relevant sections of monitoring reports
- Follow the school's child protection policies and procedures

Curriculum Leaders

- Use restorative approaches to resolve issues
- Support and advise subject staff in classroom management strategies
- Be visible to students in Curriculum Leader role
- Organise and monitor department systems for addressing behaviour
- Supervise reflections
- Highlight concerns with Line Managers and Pastoral Team
- Follow the school's child protection policies and procedures

Year Leaders and Pastoral Managers

- To consistently promote and model high expectations of behaviour and classroom protocol
- To celebrate and reward good behaviour
- Identify students causing concern
- Communicate with parents and carers
- Support and advise staff of individuals and groups causing concern
- Monitor or undertake intervention with students causing concern including the use of monitoring reports
- Keep accurate records reporting concern and interventions

- Monitor and analyse behaviour data
- Year Leader to lead their tutor team
- Access support from external agencies
- Supervise reflections
- Access appropriate professional development opportunities
- Follow the school's child protection policies and procedures

All other staff

- Use restorative approaches to resolve issues where appropriate
- Positively manage behaviour when under your supervision
- Use the rewards and sanctions system fairly and consistently
- Raise concerns about persistent behaviour issues or serious breaches with the Curriculum Leader, RSL, Pastoral Manager, Teacher, Form Tutor or Line Manager
- Develop behaviour management skills consistent with school approach
- Complete relevant sections of monitoring reports where appropriate
- Follow the school's child protection policies and procedures

Leadership Team

- Set high standards for behaviour management
- Advise and support colleagues
- Visit classrooms
- Lead and contribute to innovations
- Monitor staff and students through regular line management meetings
- Supervise reflections

Governors

- Advise and support with school with the behaviour policy
- Serve on disciplinary panels
- Review school policies and monitor behaviour through reports presented at Governors sub committees.
- Visit the school to observe the behaviour and rewards policy in action

Appendix 2: Consequence procedures

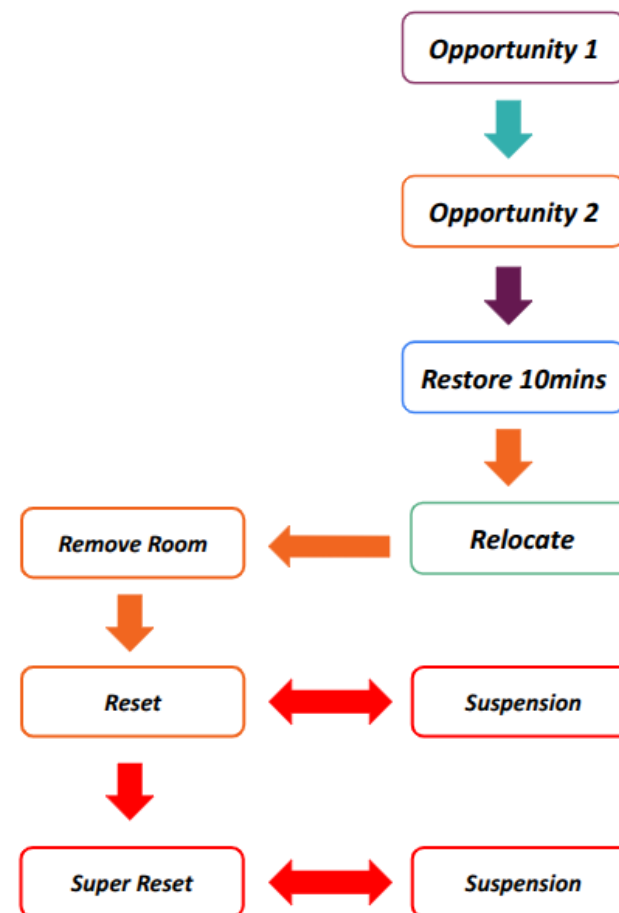
Consequences Procedures

We are committed to making our classrooms places where students want and are able to learn. We expect students and staff to show respect to others and their environment, these are reflected in our school values:

KINDNESS. INTEGRITY. DETERMINATION. MANNERS.
AMBITION. POSITIVITY.

It is expected that staff will use classroom management skills for 'low level' disruption before applying consequences in lesson time.

Consequence System



Level One - Opportunity 1, Opportunity 2 and RESTORE (10 minute restorative conversation)		
Level of Consequences	Strategies and Sanctions – not a tariff. On occasions, there may be alternatives.	Interventions
Failure to follow instructions in the classroom and prevents learning taking place • O1 - Getting out of seat • O1 - Not doing work • O1 - Not keeping personal space • O1 - Inappropriate behaviour • O1 - Eating and/or drinking • O1 - Defiance • O1 - Failure to follow instructions • O1 - Lack of kindness • O1 - Lack of integrity • O1 - Lack of determination • O1 - Lack of manners • O1 - Lack of ambition • O1 - Lack of positivity • O1 - Not listening • O1 - Persistent talking • O1 - No equipment • O1 - No PE Kit • O1 - Chewing Gum • O1 - Isolated incident of poor language Failure to follow instructions during break or lunch • Out of classroom incidents are recorded in	• Positive behaviour strategies in class tried by the teacher. • Opportunity warning issued by staff. • Recorded on Bromcom. Form tutor informed. • Teacher issues Opportunity 1. If the students behaviour does not improve then Opportunity 2 is issued. If behaviour does not improve students will be issued a 10 minute RESTORE for the same day to have a restorative conversation with their teacher prior to the next lesson.	• Class teacher positive behaviour intervention e.g change seating plan. • Class teacher speaks to the student during the lesson making clear expectations of improved behaviour, restorative conversation. • Form tutor speaks to student during form time. • Curriculum Leader tracks patterns with the class teacher and place the student on subject report

Bromcom. The YL/PM will then issue an appropriate sanction.		
Level 2 - RELOCATE (-1) Students may be removed from the lesson due to persistent disruption. Students will be issued a 45 minute reflection.		
Level of Consequences	Strategies and Sanctions – not a tariff. On occasions, there may be alternatives.	Interventions
● If found in the same toilet cubicle with other student(s) ● Persistent level 1 behaviour across a longer time period/same lesson/day. ● Persistent incorrect uniform. ● Refusal to work. ● Careless Vandalism/Minor damage to school or student property. ● Defiance. ● Disruption to class activity. ● Misuse of the internet/school technology. ● Repeated incident of swearing/bad language. ● No PE kit on three separate occasions ● Leaving the lesson without permission of the class teacher. ● Isolated incident of discriminatory / prejudicial language/behaviour not aimed at an individual. ● Isolated act of bullying. Failure to follow instructions during break or lunch	● Persistent Level 1 behaviour – students are issued a 45 minute reflection. ● Recorded on Bromcom. Form tutor, PM and YL informed. ● Student/family to pay for repairs where appropriate. ● Ban from use of school equipment/internet or supervised use only. ● Longer detentions / time in RESET may be used as appropriate depending on the incident.	● Class teacher speaks to student before the next lesson to remind them of expectations. ● CL speaks to student to support teacher ● Classroom teacher contacts home to explain the reason for the consequences (only if this is a Reflection Remove). ● Curriculum Leader/YL/PM actions may include: - Daily Monitoring - Mentor - Individual Target Setting - Subject report - Contact parents. - Restorative conversation ● YL/PM to support the CL or class teacher for any of the situations above if requested.

Out of classroom incidents are recorded in Bromcom. The YL/PM will then issue an appropriate sanction.		
Level 3 - RESET		
Level of Consequences	Strategies and Sanctions – not a tariff. On occasions, there may be alternatives.	Interventions
- Persistent refusal to follow instructions. - Three or more reflections in a day - Persistent incorrect uniform - Isolated act of threatening behaviour towards students. - Isolated act of violence. - Stealing or intent to steal. - Internal truancy. - Repeated act of bullying - Major disruption of class & learning. - Associated with smoking groups/caught with smoking/drug paraphernalia. - Discriminatory / prejudicial behaviour or language directed at a specific individual or intent to cause upset. - Indirect verbal abuse towards staff or students. - Vandalism of schools site. - Recording incident on mobile device.	- Only PM/YL/SLT can refer a student to the Reset and this must be authorised by DHT - Recorded on Bromcom. - Form tutor, CL and YL/PM informed. - Students will be issued with a full day in Reset (including break and lunch). - YL/PM/ SLT investigate incident and decide on time in Reset or if more serious, an internal/external suspension - Parents may be required to supervise students at lunchtime/take students off site.	- YL/PM to discuss with the student and parents/carers. Class teacher speaks to the student before the next lesson setting a clear expectation of improved behaviour. - YL/PM speaks to the student during detention. - YL/PM phones home to parents to inform them of sanction. - Daily Monitoring by YL/PM. - Pastoral Support Plan. - Outside Agency involvement

Level 4 - Internal (Super Reset) / External Suspension		
Level of Consequences	Strategies and Sanctions – not a tariff. On occasions, there may be alternatives.	Interventions
● Violent, threatening or aggressive behaviour towards staff or students ● Persistent/dangerous disruptive behaviour and or defiance within a day(s) ● Leaving school premises without permission ● Repeated internal truancy ● Direct verbal abuse toward staff or student ● Smoking/vaping on site ● Possession of prohibited substances or items ● Repeated discriminatory / prejudicial behaviour or language ● Recording incident on mobile device and sharing/posting on line. ● Recording a teacher on a mobile device ● Sexual violence / sexual harassment	● YL/PM/SLT investigate incident and decide on suspension or time in Reset ● Recorded on Bromcom. Form Tutor, Curriculum Leader, Raising Standards Leader and SLT informed. ● Possible permanent exclusion ● Possible Police involvement ● Consideration of a managed move	● YL/PM/SLT rings home to inform parents of procedure ● YL/PM/SLT arranges meeting with parents to discuss incident and any targets to improve behaviour ● YL/PM/SLT arrange a reintegration meeting. ● Outside Agency Intervention if appropriate

Appendix 3: Home School Agreement

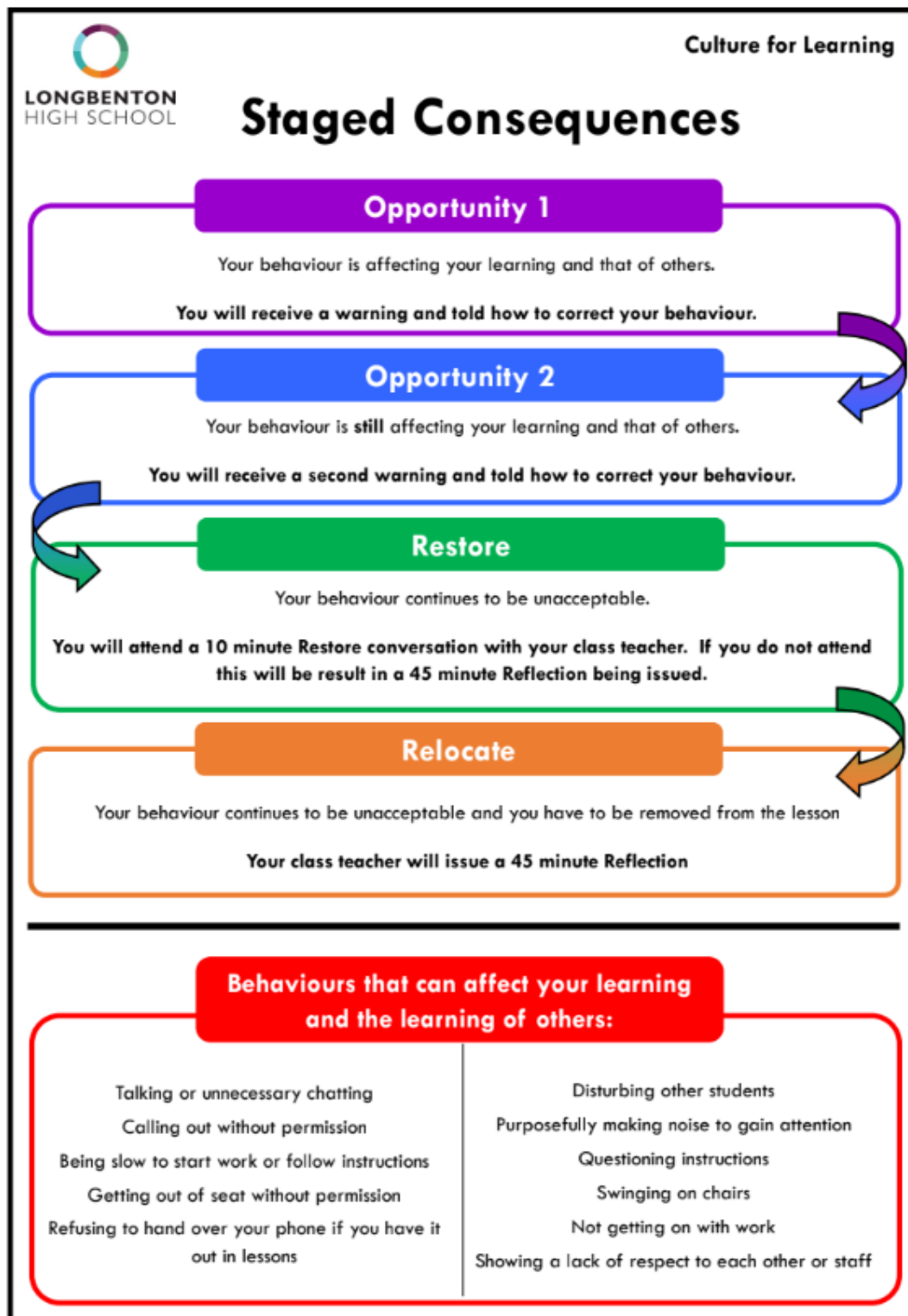
Home School Agreement 2023-24

KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.

Longbenton high School recognises that the successful development of its students depends on an effective partnership of school, students and parents. All three share responsibility for the development and achievement of each student. Together, we commit ourselves to the following:

Students	Parents	Staff & Governors
I will live the school values (KIDMAP) in the following ways: ★ Demonstrate kindness at all times to other members of the school community, ensuring that my actions and words do not harm others; respecting the differences of others. ★ Demonstrate integrity by valuing honesty and openness; taking responsibility and accountability for my actions; acting in the right way even when no one else is watching. ★ Demonstrate determination by always trying my best, even in the face of diversity or when academic work becomes challenging, including homework. ★ Demonstrate manners at all times by showing my appreciation for others; saying please and thank you; holding open doors for others; picking up litter and respecting the school building. Follow the school's behaviour policy and student code of conduct. ★ Demonstrate ambition by getting the best out of my time at school to make my success inevitable; be committed to becoming the best version of myself. ★ Demonstrate positivity by actively engaging with my learning and development; responding to my teachers' feedback and seeking out opportunities to be involved in the life of the school. In addition I will: ★ Follow the school's behaviour policy and student code of conduct. ★ Show my commitment to school by attending regularly (at least 96% of the time), on time and properly equipped for work. ★ Play a full role within my form group and House. ★ Follow the guidelines for the use of the computer network and the internet in school. ★ Ensure that my mobile phone is out of sight and switched off at all times including at break and lunch. ★ Ensuring I wear the correct uniform of the school and keep a professional appearance. ★ Behave in a way which shows I am proud to be a member of Longbenton High School, both inside and outside of school.	★ Ensure that children arrive to school on time, every day, properly equipped to learn and in the correct uniform. ★ Actively support the school in promoting the behaviour and values which lie at the heart of the school community. ★ Ensure that children attend school sanctions if/when set; support the school's decisions where sanctions are applied. ★ Inform the school on the first day of any absence. ★ Aim to support at least 96% attendance throughout the school year. ★ Ensure that children are actively supported in undertaking homework and any work missed through absence. ★ Inform the school of any change in home circumstances or issues which may affect a child's learning. ★ Inform the school promptly of any change of home contact details. ★ Ensure that all communication with the school is undertaken in a respectful manner. ★ Attend parent and relevant information evenings. ★ Observe our school rules on mobile phones by avoiding ringing your child's mobile or texting / messaging during the day. ★ Ensure that children do not bring prohibited items to school; e.g. energy drinks, alcohol, drugs, weapons, tobacco, vapes (or other smoking paraphernalia). ★ Encourage children to take part in <u>extra-curricular</u> activities and the wider life of the school. ★ Ensure that all holidays are taken during school holiday time. ★ Ensure that the complaints procedure, and not social media, is used if you are unhappy with any element of the school's provision for your child.	★ Promote the school's KIDMAP values and model them at all times. ★ Maintain the highest expectations with regard to communication, uniform, positive behaviour, attendance, progress and conduct. ★ Care for your child's academic progress, safety, happiness and welfare. ★ Teach students about rights and responsibilities, helping them mature into responsible citizens and life-long learners. ★ Provide an inclusive environment where all students feel safe and understand how to stay safe, including online. ★ Ensure that effective teaching and learning takes place, to best meet the individual needs of all. ★ Set clear targets and give appropriate feedback to assist all students in fulfilling their potential. ★ Ensure homework is relevant and set in line with the school policy. ★ Keep families informed of progress and attendance, and respond promptly and professionally to contact from families. ★ Celebrate achievement and success through school reward systems and public acknowledgment. ★ Be welcoming and offer you opportunities to become involved in the life of the school. ★ Provide support to students with additional Special Educational Needs, according to the SEN Code of Practice. ★ Provide a careers education and PSHE programme. ★ Reserve the right to search your child if deemed necessary.
Signed by student: Name (printed): Date:	Signed by parent/carer: Name (printed): Date:	Signed by SLT: Name (printed): Date:

Appendix 4: Behaviour for Learning Staged Consequences



Appendix 5: Excerpts from Mobile Phone Policy (June 2025)

1. Introduction

At Longbenton High School we are seeking to create a distinctive culture with respect to mobile phone use and screens - one which intentionally limits and restricts mobile phone use in order to limit distractions to learning, prioritise deeper knowledge and help improve face to face relationships.

We have long had a mobile phone rule - that phones are off and away. However, over time, we have been seeing them creep back into everyday usage, with some students deliberately disregarding this rule, or using them in toilets. We have also seen an increase in parents feeling the need to constantly 'check in' and students feeling the corresponding pressure to respond. As technology has moved on - eg airpods - students can be discreetly accessing phones in plain sight. This policy therefore makes a distinctive change - from 'no phone visible' to 'phone free'.

We believe that smartphones with unrestricted internet access and social media are not suitable for children under 16 - a simple 'brick' phone does everything a child needs. We want to help minimise the impact of smartphones on the lives of our young people. Given that on average, children receive over 200 notifications a day, it is no wonder they are twitching to check TikTok in toilets or sneak a few minutes on SnapChat regardless of sanctions. We need to help and support our young people to manage this pressure.

This document will have consideration for the following legislation and guidance: • Education and Inspections Act 2006 • DfE 2024 'Keeping children safe in education' • DfE 2024 "Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day".

This document operates in conjunction with the following: • Behaviour Policy • Anti-Bullying Policy • Safeguarding and Child Protection Policy • Searching, Screening & Confiscation Protocol.

2. Rationale

- There has been an explosion of mental illness in Generation Z, the generation that grew up with smartphones. Multiple studies from across the world have found a correlation between teen depression, anxiety and excessive smartphone use.
- We know that the research basis tells us:
 1. Smartphones are linked to anxiety and depression (see the research basis on 3 below).
 2. Smartphones expose children to extreme safeguarding risks (UK children are being exposed to violent and sexual imagery, grooming, cyberbullying and sexting).
 3. Smartphones impair attainment (they are designed to distract attention and increase dependency; schools which ban phones have higher exam outcomes).

- As teachers and school leaders, we have dealt with countless negative situations involving the use of smartphones and social media amongst the student population. Students are bringing their phone-based behaviour patterns into school, which is causing classroom conflict, cyberbullying and distraction from learning.
- Children spend more time in school than in any other place outside their home; we have a duty to protect them from harmful influences via smartphones.
- We have the ability to move faster than the government to effect change. The [government issued new school guidance](#) on smartphones in February but stopped short of issuing an outright ban.
- We want to build the resilience of our students. It has come to our attention that, despite phones being banned in school already, some students are calling parents and / or carers at times during the school day to discuss friendship issues or even something that may have happened in a classroom. There has been a rise in the number of occasions parents have arrived at school to discuss an incident or collect a student having spoken to their child rather than a member of staff before we even know about it, which undermines the authority and trust of staff within the school to deal with issues as they arise.

3. Research basis

In Britain, [24% of 5-7 year olds now own a smartphone](#); by the age of 12, 97% do. When parents started first giving smartphones to their children, we didn't know the impact this would have. Now, there is a much wider research and evidence basis for the negative impact of smartphones on young people. The average amount of screen time for a young person is 8 hours per day. Too much screen time can have significant detrimental effects on young people's wellbeing such as increased anxiety, poor sleep patterns, poor self-esteem, and mood swings. The recommended screen time is 2 hours per day and research suggests there is a dose-response relationship, meaning the less time spent in front of a screen, the smaller the detrimental effect will be.

Key evidence:

- (UK) In the last three years, the [likelihood of a young person having a mental health issues has increased by 50%](#) and emergency referrals to youth mental healthcare services have [risen by 53%](#). This has been strongly correlated with smartphone use.
- (UK) The [Millennium Cohort Study](#) states that 'greater social media use relates to poor sleep, low self-esteem and poor body image'
- (Intl) The world-renowned PISA study has documented the rise of loneliness amongst school children which doubled between 2012-2018. Analysis of the data demonstrates that school loneliness was high when smartphone access and internet use were high.
<https://www.sciencedirect.com/science/article/pii/S0140197121000853>
- (US) Mental health researchers Jonathan Haidt and Jean Twenge via [The Anxious Generation](#) have observed that symptoms of depression among teens increased sharply in 2012, coinciding with the acceleration of smartphone ownership particularly among those younger generations.

- (Switzerland) [Excessive smartphone use](#) is associated with psychiatric, cognitive, emotional, medical and brain changes in adolescents that should be considered by health and education professionals.
- (Norway) After smartphone bans in [400+ middle schools](#), girls had fewer mental health issues, better grades, and both girls and boys were less likely to be bullied.
- (US) The younger someone gets a mobile phone, the worse their mental health in later life ([Sapien Labs](#)).
- (UK) In recent studies, 55% of UK teens reported seeing real life acts of violence on social media in the last 12 months. 24% had seen children carrying, promoting, or using weapons. [Youth Endowment Fund](#)
- (UK) [Children's commissioner report, Rachel De Souza](#): "In a room of 15 and 16-year-olds, three quarters had been sent a video of a beheading. I conducted a nationally representative survey of 2,005 children and their parents to understand families' perspectives on online safety. My survey found that children are frequently exposed to a wide range of inappropriate and harmful content online, included sexualised and violent imagery, anonymous trolling, and material promoting suicide, self-harm and eating disorders."
- (UK) Social media algorithms [amplify misogynistic content](#)
- (UK) Social media has been proven to increase self-harm and suicidal tendencies amongst adolescents. [ONS Report](#): 1 in 5 children between the ages of 10 and 15 had experienced some form of cyberbullying within the last year.
- <https://policyexchange.org.uk/wp-content/uploads/Disconnect.pdf> (UK) Children from schools that have an outright ban on smartphones achieve GCSE results one to two grades higher compared with those at schools with laxer policies. Those schools are also twice as likely to be rated Outstanding by Ofsted.
- (US) [Research paper](#): smartphone addiction has negative impacts on student learning and overall academic performance.
- (Intl) [Multiple studies](#) have identified evidence of comorbidities between excessive smartphone use and psychiatric diagnoses including ADHD and OCD.
- (Intl) 'Put learners first': [Unesco](#) calls for global ban on smartphones in schools

4. Our acceptable use guidance

Summary of rules and expectations in our school:

- **Smartphones and mobile phones are banned on the school premises at Longbenton High School. They are handed in each day and returned at the end of afternoon form time.**
- **Our phone policy is 'phone free' - that is, students do not carry their phone with them while at school. This is much clearer than 'off and away' and avoids grey areas.**
- **Smartphones are a banned item in our behaviour policy.**
- **Staff are asked to use phones in staffrooms, offices and workspaces only. We would encourage all staff as a professional courtesy not to use phones in meetings.**

We expect pupils to act in good faith and in keeping with this policy by handing in their phone each day, and we expect parents to help enforce adherence to this policy. We reserve the right periodically to perform searches in keeping with the school's protocols. Further infringements of this policy will lead to an escalation of sanctions in accordance with our Behaviour Policy. See also our [Searching, Screening and Confiscation Protocol - Pastoral Leadership Team and SLT](#)

5. Filtering and monitoring

The school has appropriate filtering and monitoring systems in place to protect pupils from accessing or creating inappropriate or harmful content while working on school owned and managed devices connected to the school's network. We monitor pupil's use of internet services and electronic devices (e.g. Chromebooks) in keeping with the statutory guidance Keeping Children Safe in Education. For more information about the school's approach to filtering and monitoring see our Safeguarding Policy.

6. Other devices

General rule: no personal electronic devices for students. Students are not permitted to bring personal electronic devices to the school; this applies, but is not limited, to personal laptop computers/tablet computers, smartwatches, Kindles, cameras, music players and gaming devices.. See our Uniform Policy for more information about wearable technology.