

Long Stratton High School:

Behaviour Policy

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Section 1: The way we do things here

1.1 Governors' statement of behaviour principles

1.1.1 Vision statement

Our vision is to foster a community that prioritises personal growth, excellence, and achievement for all. We are committed to enabling every student to leave our school as a model citizen, equipped with the skills and values necessary to attain their dream job and contribute positively to society.

1.1.2 Principles

Respect and dignity

All members of our school community are entitled to be treated with respect and dignity. We expect students to show respect for their peers, staff, and the wider community. Discrimination, bullying, and harassment are not welcome in our school, and measures will be taken to address and prevent such behaviours should they occur.

Personal growth

We encourage students to take responsibility for their own learning and behaviour, fostering a sense of self-discipline and self-motivation. Opportunities for personal development will be provided through a range of academic, extracurricular, and social activities.

Excellence

We are committed to maintaining high standards of teaching and learning. Students are expected to strive for excellence in all their endeavours. Achievement is celebrated, and every student is supported to reach their full potential.

Achievement for all

Every student is valued and supported to achieve their best, regardless of their background or individual challenges. We promote an inclusive environment where diversity is celebrated, and all students have access to the resources and opportunities they need to succeed.

Responsibility and citizenship

Students are encouraged to develop a sense of responsibility towards themselves, their peers, and the wider community. We aim to instil the values of ambition, kindness, respect and integrity, preparing students to become conscientious and active citizens.

Safe and supportive environment

A safe and supportive learning environment is crucial for effective learning and personal development. We are committed to ensuring the school is a place where students feel safe, valued, and supported. Behaviour management strategies will be fair, consistent, and transparent.

Partnership with parents and community

We recognise the importance of a strong partnership between the school, parents, and the wider community in achieving our vision. Parents and carers are encouraged to participate actively in their children's education and the school community.

Preparation for the future

Our curriculum and behaviour policies are designed to prepare students for their future careers and roles in society. We aim to equip students with the knowledge, skills, and attitudes needed to pursue their dream jobs and contribute positively to the world.

By adhering to these principles, we believe that our school can create a nurturing and dynamic environment where every student can thrive, achieve their aspirations, and leave as a well-rounded, model citizen. We are dedicated to working collaboratively with all stakeholders to realise this vision and ensure the success of every student.

Long Stratton High School has one Golden Rule – always be ready, respectful and safe. We believe that by following the Golden Rule, underpinned by our four values, all students will become model citizens, able to get their dream job. This policy has been written to help achieve this goal.

1.2 Parameters

This policy applies to all students at Long Stratton High School:

- when at school
- on the way to or on the way from school
- while on any school activity
- when wearing the school uniform away from the school premises
- who are, in any other way, identifiable as students at Long Stratton High School.

1.3 The school day

At Long Stratton High School, we believe in the importance of starting every single day well. If we start the day well, it is positive, we feel valued, and we feel part of the community. Members of the Pastoral Team and a member of the Senior Leadership Team always greet students as they arrive, by saying “Good morning”. As a member of our community, we would like students to say ‘good morning’ back. We encourage this for several reasons:

1. It is polite.
2. It is common courtesy.
3. It shows kindness, which is one of our values.
4. It helps students practise talking to adults, which is a vital skill.
5. It becomes a habit, and habits form character.

1.3.1 How do we do this well?

Saying “Good morning” to someone requires several micro skills which we practise every day. Here is a list of things we suggest students can do to help them become experts at greeting someone:

1. Look the person in the eye.
2. Smile.
3. Say “Good morning, Miss” or “Good morning, Sir”. It’s even better if you know their name, e.g., “Good morning, Mr Lewis.”
4. Be genuine.

All of us will have different levels of confidence in doing this, and school is the perfect place to practise these skills and improve on them with every interaction. We are asking for students to try their best. Some people feel confident with these interactions, some feel shy, and some feel uncomfortable with looking another person in the eye and we understand this. However, we want to help students become more confident, and doing this every single morning is excellent preparation for the future.

1.3.2 Throughout the day

We want Long Stratton High School to be the warmest, most welcoming and friendly school you could possibly imagine. A school where everyone is ‘extra’ polite to each other. We regularly say the following to students in assemblies, on entry to school, on entry to lessons, in the corridor, or in any other interaction:

- Our school community is polite
- Our school community never ignores each other
- Our school community always works together

We understand that sometimes people get it wrong, and by people, we mean all of us. However, as a school, we will help everyone to get it right. It takes practice, and it must be learnt, but eventually it becomes a habit.

Every time a student sees an adult during the school day, they should greet them. We teach students to never walk past adults without saying “good morning, miss” or “good morning, sir”. We train staff to always greet students back.

1.3.3 Beginning and end of lessons

At the beginning of every lesson, teachers will be on the door to greet students and check their uniform. Students are taught to greet teachers with eye contact, a smile, and a “good morning” or a “good afternoon”. At the end of lessons, teachers will stand at the classroom door, checking uniform and monitoring the corridor as students leave. Students are taught to thank teachers for the lesson. We teach our students to show an attitude of gratitude. Teachers are trained to acknowledge a thank you and thank the students too for their effort during the lesson.

1.3.4 Social time

During social time, all members of our community are taught how to show appreciation and kindness. We teach students the importance of small gestures. When students get food from the hall, they are taught to greet the kitchen staff and thank them for serving their lunch.

Staff are encouraged to talk to students during social time, and students are taught to talk to staff during social time too. We teach students the importance of asking how someone is, and to offer help if someone is not having a good day or feeling unwell. Students are taught the importance of these three words - “You too Miss” or “You too Sir”, when they hear “Have a good day”. We teach students to never underestimate the power their words can have on people.

1.3.5 The same, small thing

Having an attitude of gratitude helps us to have good mental health. By supporting each other and doing the same, small thing every single day, we can help our school community to always be warm, welcoming, and friendly.

1.3.6 Reasonable adjustments

At Long Stratton High School, we understand that every single person has different levels of confidence when conversing with other members of the community. Where possible, we expect every single person to demonstrate the social norms of kindness and respect. We recognise that some students may have particular needs that reduce their ability to converse in the ways we promote. We are a fully supportive, fully inclusive environment and we know some of our students find this difficult. When necessary, we will make reasonable adjustments for a student that requires them.

Section 2: Pre-emption strategies

2.1 The Golden rule – always be ready, respectful, safe

2.1.1 Our expectations

At our school and in the local community, students must maintain our high standards. We believe this for the following reasons:

- It is polite
- It is common courtesy
- It shows kindness, which is one of our four school values
- It becomes a habit, and habits form our character.

We teach our students the Golden Rule - to always be ready, respectful and safe (see Appendix 1).

2.2 Lesson habits

Every second is precious. It is essential that students make their way very quickly and efficiently between classes. Students and staff will all follow the Meet, Greet, Silently Seat entrance routine, and the Stand, Silent, Single-file send-off exit routines (Appendix 2).

2.2.1 Exiting lessons

Pupils should be drinking water during the day. We recommend pupils make sure they are hydrated before they leave home and bring a reusable 1-litre water bottle to school - already filled with water. It can be refilled between lessons during the school day if needed.

Students without a valid medical exemption card should not be asking to use the toilet or fill up their water bottle during lessons. Every second in lessons is precious. Asking to exit the lesson can interrupt the flow and learning of everyone in that lesson. Exiting lessons for the toilet or to fill up a water bottle twice a day for five minutes equates to 50 minutes per week and over 30 hours per year of teaching and learning missed – that is over a week of invaluable lesson time missed. Students can go to the toilet or refill their water bottle at the following times:

- Before school starts
- Between lessons or immediately after form
- At breaktime
- At lunchtime
- After school

2.3 Stationery and equipment for lessons

Students are expected to have essential equipment for every lesson, every day. To offer support in getting the basics right, students can be provided with essential equipment whenever they do not have it by their form tutor during form time (black pen, pencil and ruler). Additionally, they can buy any missing equipment from the school library before school (pens, pencils, rulers, and rubbers are available).

Equipment should be carried in a ruck sack or messenger bag (not a shopping style bag nor a handbag style). It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for the whole class. All students are expected to always have essential equipment, and subject specific items, e.g. PE kit, calculator when required (see Appendix 3).

2.4 Uniform expectations

At our school, we believe that students should always look smart. We teach the importance of why this matters and help students to be ready when we meet and greet them upon their arrival to school and to classrooms. If possible, when a student is not in the correct uniform, we lend a uniform item for the day. If a student refuses to wear borrowed items, they will be placed out of circulation until they are in the correct uniform. If there is not suitable uniform to be lent, we reserve the right to place a student in our Removal Room until their uniform is rectified. Any 'non-uniform' worn to school (excluding non-uniform days) is contraband and must be removed before entering the school site. Any 'non-uniform' items identified once on the school site will be confiscated. If the student refuses to remove an item (clothing, jewellery, etc) they will be placed in the Removal Room until this is rectified. Confiscated items will usually be available for students to collect at the end of the school day from Student Services. Items belonging to repeat offenders may be held for longer or returned only to a parent. Our full uniform requirements can be seen in Appendix 4.

On non-uniform days, pupils will need to be suitably dressed for a normal school day, so shoes should be sensible and no inappropriately short or revealing outfits (no vest tops, crop tops or short shorts).

Section 3: Rewards

3.1 Acknowledgement and celebration

We acknowledge and celebrate success and achievement in all their forms, including academic effort and attainment, sporting success, and commitment to learning. Recognising these accomplishments is fundamental to fostering a positive and motivating environment for our students. To support this, we operate a comprehensive rewards system designed to highlight and reward a variety of achievements and positive behaviours.

3.2 Genuine, meaningful verbal praise

One of the most effective ways we acknowledge success is through genuine, meaningful verbal praise. This type of recognition is immediate and personal, reinforcing positive behaviours as they occur and encouraging students to continue their efforts. Verbal praise is a powerful tool that can significantly boost a student's confidence and motivation.

3.3 Credits

In addition to verbal praise, we have a structured system for awarding credits. These credits accumulate over time, allowing students to earn tangible rewards as they reach specific milestones. For instance, students can receive Headteacher certificates and badges based on the number of credits they have earned. They can also go for afternoon tea at a prestigious venue with their Head of Year. This tiered system not only motivates students to continue performing well but also provides a clear, visible indication of their achievements.

3.4 Certificates

Positive acknowledgment certificates are another key component of our rewards system. These certificates are awarded for various forms of excellence, including outstanding attendance, ambition, kindness, respect, integrity and a strong commitment to learning. By recognising these specific areas, we emphasise the importance of our school values, consistent effort and dedication, not just occasional high performance.

3.5 Family involvement

We also make efforts to involve parents and guardians in the celebration of their child's success. This is done through phone calls home, which serve as a direct and personal way to share positive news. Additionally, we

send postcards to students' homes. These postcards are tangible reminders of their achievements and can be a source of pride for both students and their families. Finally, letters home are sent to formally recognise students' accomplishments. These letters are an official acknowledgment of success, providing a lasting record of the student's hard work and achievements.

3.6 Assemblies

Celebration assemblies provide a public forum for acknowledging the accomplishments of our students. By celebrating success in front of their peers, we create a supportive and encouraging community atmosphere.

3.7 Breakfast with the Headteacher

We also offer special opportunities, such as breakfast with the Headteacher. This unique reward allows students to spend time with the Headteacher in an informal setting, discussing their achievements and future goals. It is an opportunity for students to receive personalised recognition and encouragement.

3.8 School trips

School trips are organised for certain groups who have met specific criteria. These trips serve as both a reward and an educational experience, further enriching the students' learning journey. Similarly, whole group celebration breakfasts, e.g. for 100% attendance in a half-term are held to honour collective achievements, fostering a sense of camaraderie and shared success among students.

3.9 Recognition and celebration

Our comprehensive rewards system is designed to recognise and celebrate the diverse accomplishments of our students. By offering a variety of rewards, we aim to ensure that all forms of success are acknowledged and that students are continuously motivated to strive for excellence.

Section 4: Sanctions

Pre-emption strategies

All students are explicitly taught, and deliberately practise, our silence, entrance and exit routines and rules in their first weeks at Long Stratton High School. All teachers try to pre-empt any off-task behaviour in lessons, so that 100% of students are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practise. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake head or sharp pause.
2. **Unnamed:** 'We're tracking. Just waiting for 100%. We need one more person ... Thank you.'
3. **Named:** 'Alex, we listen so we can learn. Thank you.'

Please note: the sanction table below must be used for example purposes only. The school considers a variety of provisions before issuing a sanction. The Headteacher's word is final, and they may issue sanctions in accordance with legislation and advice from the Department for Education (DfE) on [Behaviour in schools: advice for Headteachers and school staff 2024](#).

Sanction	What could lead to this
Verbal reprimand	• C1 – Pupil needed reminding to correct classroom behaviour (recorded) • A1 – Pupil needed reminding to correct an accidental uniform error
	• A warning that if poor behaviour continues, a sanction will be issued
Social time removal (remainder of break or lunchtime)	• S2 - Poor behaviour during a social time or between lessons
Lesson time removal	• C2 (Removal for the rest of the lesson) • Incorrect uniform (until rectified) • 2 C2s in a day (Removal for the rest of the day) • Refusal to give prohibited items to a member of staff • Refusal to give mobile phone to a member of staff. (Further mobile phone sanctions apply, and can be found in section 6.2 of our Mobile Phone policy) • Refusal to leave the classroom following a C2 (Removal for the rest of the day) • Not following instructions from a senior leader • Rude, threatening or intimidating behaviour • Prejudice or discrimination relating to sexual orientation or sexual identity, relating to disability or other protected characteristics • Racial language or imagery • Bullying behaviour • Damage to school or someone else's property • Inappropriate use of social media or online technology • Verbal abuse/threatening behaviour against a student • Theft • Use or threat of use of a prohibited item • As part of the reintegration process, following return from a suspension
Lunchtime detention (25 minutes)	• A2 (Deliberate or repeated incorrect appearance) • C2 (Removal from a classroom or lesson) • G2 (Possession of chewing gum) • S2 (Removal at Social time) • T2 (Truancy from a lesson) • Lateness without justified reason • Lack of essential (Pen, pencil, ruler, mobile phone pouch) or subject specific equipment (e.g. DT apron, PE kit, calculator) • Homework not completed or not handed in on time
Afterschool detention (one hour)	• Failure to attend scheduled lunchtime detention
Suspension or Permanent exclusion	• Failure to complete a Resit Lunchtime Detention (Lunch-2) • Failure to complete a Resit Afterschool Detention (ASD-2) • Alcohol or drugs related incident • Persistent or general disruptive behaviour • Physical assault against a student

	• Physical assault against an adult • Abuse relating to sexual orientation or sexual identity • Abuse relating to disability or other protected characteristics • Racist abuse or symbolism • Sexual misconduct • Use or threat of use of an offensive item • Verbal abuse/threatening behaviour against an adult
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4.1 Report system

We may operate a system of reports to help monitor the behaviour of students. This can be for several possible reasons, for example, frequent C1 or C2s for classroom behaviour, truancy or repeatedly not submitting homework. The Headteacher may select an appropriate level of report when a student is re-introduced after a suspension and will consider whether to begin or escalate the SARPE process (Student At Risk of Permanent Exclusion – see Appendix 7).

Any student put on report will be told what is expected of them, what their target is and what changes will lead to coming off report. They will also be made aware of the consequences of underperforming while on that report. Parents will be informed as soon as practically possible by phone, e-mail or letter and will be asked to check and sign the report each evening.

A student may be put on to any level of report at any time, but the expectation will be that to come off report they will work their way down the hierarchy of reports.

4.2 SARPE process (student at risk of permanent exclusion)

The school recognises that if a student is suspended because of their behaviour (Internal, External or on a Behaviour Transfer to another Trust School) there is an increased risk of permanent exclusion.

The SARPE process is in place to help lower the risk of a student being permanently excluded and monitor their progress. There are 3 levels of increasing seriousness. The process is summarised in Appendix 7.

4.3 Supporting students with sanctions

At Long Stratton High School, we believe in fostering a kind and respectful environment. When an adult assigns a consequence, it helps students learn responsibility and make amends. We want to work with parents and carers to support their child.

4.3.1 How we can help

All initial detentions are held during school hours so pupils can take responsibility for their actions and without inconveniencing parents/carers. If a student misses a detention, an email will be sent to their parents/carers to let them know their child will be at school that day until 4:00pm to sit an after school detention.

As a school, we encourage parents and carers to talk to their child about their actions, consequences and detention. This can be an opportunity to learn and discuss responsible choices and how they can make amends.

If parents or carers wish to pick their child up after detention, they can inform the school via office@lshs.org.uk by 3:30 or phone the office on 01508 530 418 so the student can be informed. School transportation isn't routinely available for detentions.

4.3.2 Working together

By following these guidelines, we can ensure a smooth process for both students and parents or carers. We appreciate parents and carers understanding and partnership in creating a supportive and respectful school environment for everyone.

Where necessary, the school will contact a parent or carer regarding their child's behaviour. Parents and carers may also wish to speak to a member of staff at school regarding their child. In this instance, please email office@lshs.org.uk or call 01508 530418 and ask to speak to the relevant member of staff. If it is regarding a lesson, please ask to speak to their teacher in the first instance. If it is for a pastoral reason, please ask to speak to your child's Head of Year. As a school, we aim to respond within two working days of when contact has been made, but this may not always be possible.

Section 5: Further information

5.1 Searching, screening and confiscation

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

5.1.1 Confiscation

Any prohibited items (listed in section 5.7) handed over by a student or found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents/carers, if appropriate.

5.1.2 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. We will use various methods that are available to aid in the search for and detection of prohibited items including search dogs, metal detectors, electronic device detectors and security scanners. This could be as students come onto the school site, while they are on site, are under the supervision of school staff (for example off site but on a school trip) or as they enter a particular space (for example an exam room, the toilet, a classroom or the Removal Room).

Whilst we aim for students to be searched with two members of staff present, this may not always be possible. When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk

- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or their deputy, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a shirt)
- Hats, scarves, gloves, shoes or boots

5.1.3 Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

5.1.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

5.1.5 Informing parents/carers

Parents/carers will be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

5.1.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

5.2 Strip searches

Strip searches are not carried out by school staff and would only be conducted by a Police Officer.

5.3 Physical contact and the use of reasonable force

We acknowledge there are times when appropriate physical contact between staff and students may be needed, as described in Keeping Children Safe in Education (September 2023, section 164). For example, physical contact with a student may be appropriate where a student is in distress and needs comforting. Staff will use their professional judgement when they feel a student needs this kind of support.

Members of staff rarely have the need to intervene physically in an incident. Staff do, however, have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. Reasonable Force will be avoided except in the most exceptional of circumstances. Please refer to the 'Use of Reasonable Force Policy' for more detail.

5.4 Public displays of affection

At our school, we are preparing young people for the world of work. Therefore, public displays of affection must be limited and within the parameters of a professional working space. Students are entitled to hold hands and hug if they are greeting one another, but more intimate forms of affection are not appropriate at school. This includes, but is not limited to, kissing, inappropriate touching and prolonged physical contact. Anything that makes other members of our community feel uncomfortable can lead to intervention from a member of staff, with appropriate consequences issued.

5.5 Malicious allegations

Students that are found to have made malicious allegations have breached our behaviour policy. The school will therefore apply an appropriate sanction, which could include suspension or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed. This is also applicable to parents, carers and other members of our school community. In September 2010 The Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997. This can be found by clicking this ["Home Office Link"](#).

5.6 Criminal offences

In cases of serious risk, behaviour infractions and of any criminal activity, Long Stratton High School reserves the right to inform the police without first contacting the parent or carer. This may apply to behaviour incidents in or outside of school time, while travelling to or from school, during a school-organised event or on social media.

5.7 Prohibited Items

There are several items which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see Sanctions tariff table in Appendix 6). To encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place. These include, but are not limited to:

- Chewing gum
- Energy or fizzy drinks (as they are linked to obesity, tooth decay and high blood pressure that can also result in poor concentration)
- Cigarettes, matches, lighters or other smoking paraphernalia
- Vapes and vape refills
- MP3 players, hand-held games consoles, Bluetooth devices (e.g. speakers)
- Stink bombs
- Smart devices
- Illegal substances
- Any drugs or drug pharmaceuticals
- Aerosol cans
- Pocket knives or multi-tools
- Knives or weapons
- Alcohol
- Stolen items
- Fireworks or similar
- Pornographic images or images of any kind of abuse

Staff reserve the right to search any student (without consent) if they believe they have any article that 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 themselves).

Any student found to have a prohibited item will have the offending articles confiscated. The type of incidents that may lead to permanent exclusion includes, but are not exclusive to, bringing to school prohibited items including knives, weapons or illegal drugs.

In most cases items will be returned to a parent or carer only, although depending on the seriousness of the offence, they may be disposed of or surrendered to the police. Illegal drugs, stolen items, images featuring child abuse or any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, to cause personal injury, or damage to the property of any person (including the student) will be surrendered to the police. For other confiscated items, the school will decide if, when and to whom a confiscated item will be returned or whether to dispose of items.

The Headteacher and all paid staff are authorised to use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (knives, weapons, alcohol, tobacco, cigarettes, cigarette papers, illegal drugs, stolen items, fireworks, child sexual abuse images, or articles that

have or could be used to commit an offence or cause harm). Force cannot be used to search for other items, though they can be searched for without consent.

A search should be carried out with two members of staff present, preferably of the same gender as the student, however this is not always possible. If staff feel there is a need for a search, this overrides the preference for same-gender staff to conduct the search. Parents and carers should be informed if a search has been carried out.

Where physical intervention has been used to carry out a search, this must be reported to the Headteacher along with a written statement of the circumstances including the names of those involved and any witnesses. For further information, please consult the Reasonable Force policy.

5.8 Mobile phones

(Please see the separate Long Stratton High School Mobile Phone policy)

The DfE's statutory mobile phone guidance includes in the term 'mobile phones' all devices with communications and smart technology. At Long Stratton High School, this includes, but is not limited to:

- Mobile phones
- Smart watches
- Smart rings
- Tablets
- Any future technological device with communications and smart technology.

All smart devices (other than mobile phones) must not be brought to school and will be subject to the same sanctions as mobile phone detection (See Section 5.3 of the Mobile Phone Policy).

5.9 Discretion

No behaviour policy or set of procedures can cover all situations nor all eventualities. The Headteacher reserves the right to use discretion to help Long Stratton High School students be Ready, Respectful and Safe - to make better choices and learn the right lessons.

5.10 Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and disabilities, who have specific needs that mean they find some expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

5.11 Protected characteristics

The school will respond when a pupil appears to have drawn or displayed symbols or language which promote discrimination or hatred of or towards others. Particularly in reference to the following protected characteristics ([Equality Act 2010](#)):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

Punitive measures (for example internal suspension or fixed term suspension) will be considered alongside activities to be completed that aim to develop understanding of the impact, hurt and danger associated with such words and symbols. Pupils are reminded explicitly and repeatedly that the drawing of such symbols is never acceptable, regardless of the context.

5.12 Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for Headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

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.

Section 6: Queries and unacceptable behaviour from families

Everyone who works with the students at our school will have the best interests of those students at the heart of everything they do. If you have a query about an incident or something you hear, please contact the school, as we are best placed to answer your questions. If you ask us about a policy, an event or a sanction, the adults in the school then have the opportunity to hear your enquiry, investigate and respond to you. Please do

us the courtesy of allowing us to respond. If a parent or carer still feels a sense of injustice after liaising with the member of staff, they are entitled to use the Complaints Policy, following the appropriate levels.

Long Stratton High School is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive, defamatory, libelous, threatening or unreasonable (see Appendix 9 for more specific detail).

Additionally, while it would be appropriate for the adults in school to discuss an incident, sanction or resolution with the parents or carers of a pupil, please respect that we would not discuss another pupil's incidents, sanctions and resolution.

Section 7: Other school policies

This policy should be read in conjunction with other school policies including:

- Mobile Phone policy
- Safeguarding
- Equality
- Anti-Bullying behaviour
- Health and safety
- SEND policy
- Attendance
- E-safety
- Reasonable force
- Acceptable use of ICT
- Non-smoking site
- Education and management of drugs and alcohol
- Bereavement

Appendix 1: Golden rule – always be ready, respectful and safe

Ready

- Always arrive at school every day by 08:25 (first bell) for an 8:30 start in form, with correct equipment and ready to learn
- Always arrive at every lesson as soon as possible, but within five minutes of the start of the lesson and ready to learn with the correct equipment
- Always show you are ready to learn by taking pride in wearing the full uniform correctly

Respectful

- Always be safe kind, caring, and respectful with the actions and language you use
- Always hold open doors for others when the corridors are busy
- Always respect other people's views and feelings even if they are different to yours
- Always follow instructions immediately and respectfully from any member of staff
- Always listen silently and respectfully to anyone when they speak to you
- Always speak respectfully using clear and full sentences, maintaining eye contact
- Always help others – do not laugh, but help if someone needs it
- Always respect the right to learn from an expert – the teacher – both your right and others
- Always be respectful when travelling - acting and speaking calmly, politely and quietly

Safe

- Always use the one-way system at the beginning and end of lessons, walking quickly and safely on school corridors, not running
- Always challenge or report bullying behaviour, unsafe or disrespectful behaviour
- Always be kind and safe on-line and report bullying behaviour, unsafe or disrespectful behaviour to an adult in school immediately
- Always be safe and treat other people with respect by observing personal space
- Always help keep the school site safe – never drop litter, damage or deface the school

Students must understand that there will be consequences if they do not meet the expectations above.

As a school, we actively encourage students to be model citizens, and support them in doing so by teaching the following:

- We must always aim to be polite and welcoming with every interaction
- We use our tone, body language and facial expression to show someone we are warm, welcoming and friendly, both inside and outside school
- We must greet each other with “Sir” or “Miss”. Members of our community always treat each other with respect and are extremely polite
- We use manners with every interaction, e.g. “Please”, “Thank you” and “Excuse me”
- We do not laugh at other people – rather, we help each other whenever we can. If somebody drops something, we help them pick it up. If someone trips up, we check to see they are alright. If we see anybody being unkind to another member of our community, or a visitor, we challenge them, otherwise the unkindness will continue and increase
- We work hard and are kind to one another

- In school, we hold doors open for one another. People do not barge past, and they politely let people pass. We pass books along carefully, efficiently, politely, in silence. We queue for lunch politely and efficiently, in single file. We line up to enter classes in silence
- We do everything as smoothly and efficiently as possible. We are polite and respectful to classmates, students, and visitors we do not know, and all members of staff. That includes office, site, canteen and cleaning staff. There are no exceptions.

To support with the teaching of model citizenship, staff will use rewards for the right behaviour choices and act to correct the wrong choices. At Long Stratton High School, teachers care enough to be warm and strict. Every time a teacher gives a consequence, they are helping change a behaviour or prevent it from happening again by reminding students of the behaviour they really want and the behaviour they cannot allow students to hold onto.

Classroom rules

Staff will begin lessons as soon as possible after the bell and no later than 5 minutes after the bell has rung. Students who arrive after the start of the lesson will be considered late.

We aim to maximise opportunities to learn and recognise every second is precious. Students should turn up to lessons on time – lateness is disruptive to learning. If students are two minutes late to each lesson every day that equates to 50 minutes per week and over 30 hours per year. Following the classroom rules is vital so that more time can be spent learning. In order to support students to reach the expectations, teachers guide them to follow the classroom rules below.

At Long Stratton High School, students must be ready, respectful and safe and follow the classroom rules.

Ready

- Silence when the teacher is talking to the class
- Follow instructions immediately
- Have equipment with you for every lesson

Respectful

- Never disrupt learning - What is disruptive to learning? Anything the teacher deems to be getting in the way of teaching or learning - for example, turning round, not showing active listening, not following school routines.

Safe

- Only move around the room with your teacher's permission

Students must understand that there will be consequences if they do not follow the classroom rules. To support them to reach our expectations, we expect students to follow the guidance below.

Students must:

- Enter the classroom and complete their "Do Now" starter activity in silence to ensure immediate focus
- Sit up straight
- Follow the rules and routines to fulfil expectations allowing teachers to teach and students to learn
- Work in silence when instructed to do so
- Stay on task and work hard even when they find work challenging
- Complete their homework as specified, to a good standard and on time

- Produce their best work otherwise they can be asked to do it again
- Set out work as instructed
- Include the title and date and underline them
- Ensure books and folders are neat and tidy.
- No graffiti or doodles in or on student books or folders – not inside nor out
- Ensure no pieces of paper stick out of books or fall out of books – they are neatly glued and secured
- Make corrections to their work where highlighted and improve their work after feedback

All teachers and students must follow the three whole-school routines of entry (Meet, Greet, Silently seat - MGS), transition (Signal, Pause, Insist - SPI) and exit (Stand, Silent, Single-file, Send-off – SSSS). These are detailed in Appendix 2.

Begin activity

The whole process of Signal, Pause, Insist lasts as long as necessary.

Teachers have a seating plan that is recorded on Bromcom and is provided for any cover lessons. Students always sit at the seat they have been allocated by their teacher. When they are not writing or reading, they sit up straight. They listen to every single word the teacher says very carefully.

When students ask or answer questions, they always put their hand straight up in the air and wait for the teacher to choose them or respond when called upon. They must wait for the teacher. Calling out is never permitted. Even if they have their hand raised, they must wait for the teacher to choose them by name. If they didn't do this, people would be interrupting the teacher all the time. If they are confused, or unsure what to do, they should let the teacher finish what they are saying and then put up their hand up to ask a question. When students ask or answer questions, they should speak confidently with clear and full sentences.

Teachers are the experts. Students never interrupt their teacher when they are talking.

Students should keep their eyes on the teacher whenever they are talking or look where the teacher directs them. They should never turn around even if they hear a noise behind. They should not look out of the window or lose focus. Deliberate individual practice should be in silence as directed by the teacher. Students should try their hardest to understand and to memorise the information and the processes they have been taught.

Sometimes students will receive detentions. Sometimes they may even be put into the Removal Room. This will be because their actions were not ready, not respectful or not safe. The member of staff may have decided behaviour was disruptive to the learning in the room. Students may think the teacher's decision was unfair. Students can choose to approach a teacher to discuss this at an appropriate time (e.g. lunch or breaktime) but should not question it during the lesson as this is disruptive. However, the teacher's decision is final. Students should never answer back.

Rules outside the classroom

At Long Stratton High School students must be ready, respectful and safe and follow the rules for outside the classroom.

Ready

Students must:

- Be in school
- Be on time to school and to lessons

Respectful

Students must:

- Never do anything the teacher says is disruptive
- Follow instructions first time, every time
- Always wear full uniform when they are on the school site
- Keep the school tidy and throw rubbish in the litter bins
- Treat everyone with respect in the words and actions they choose

Safe

Students must:

- Go outside into their year group zone, Hall, Gym, Key Stage areas and Science corridor, but not A Block, Music Block or DT during break and lunchtime
- Be in their designated indoor zone in very bad weather (e.g. during a wet lunch)
- Observe other people's personal space and not display aggressive behaviour (no "play fighting")
- Always act safely

Outside of school

Even when students are outside school, they still represent Long Stratton High School. They should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **After school:** Students are in our uniform. They are representing Long Stratton High School. If we hear of disrespectful behaviour outside of school, those concerned can receive a consequence. They should use "please", "thank you" and "excuse me". They are polite to anyone outside the school community, for example shopkeepers and bus drivers.
- **At home:** Homework takes priority over any hobbies, clubs or jobs students may have. When doing homework, students should keep away from mobile phones or any devices that might distract them. They should find a quiet place to work where they can concentrate or attend school homework club. Once homework is complete, books and equipment is packed into the school bag. They check their pencil case and timetable to ensure that they have everything for the next school day (e.g. PE kit, ingredients for Food). Teachers will not accept excuses such as "I forgot" or "I slept in". It is important students get a good night's sleep and have enough rest to properly study at school. As a guide, students should have 9-10 hours of uninterrupted sleep every night. If they do not sleep enough, they will not learn effectively and will not remember what has been taught. Mobile phones, computers and any internet access should be kept away from their bed, so they are not tempted to use them during the night.
- **The internet and social media:** Students must not be nasty about, or to, other people on social media. They should be polite and kind online, just the same as when in school. If they are demonstrating bullying behaviour, being rude or disrespectful online, they may receive a consequence in the same way as if it had taken place in school. They should think about how much time they spend online and whether they could make better use of time.

Appendix 2: Lesson routines

The beginning of lessons

Every second is precious. It is essential that students make their way very quickly and efficiently between classes. Students and staff will all follow the Meet, Greet, Silently seat whole-school routine.

Meet, Greet, Silently seat (MGS)

Meet

- Teacher stands at the door
- Teacher ensures the class is lined up, in single file and silent

Greet

- Teachers ask students to enter, after a uniform reminder to the class
- They greet students by name
- Uniform is checked and corrected before entry (A2 is issued if necessary)
- Students are reminded to be silent, to get out their equipment and do the “Do Now”.

Silently seat

- Students enter in silence and immediately sit in their place as allocated on the seating plan
- Teacher finishes greeting students at the door
- Students begin the ‘Do Now’ activity in silence
- Teacher takes up teaching position (e.g. front of room)
- Teacher thanks class for their behaviour on entry and completes the register

The whole process of MGS lasts no more than two minutes.

Transition and gaining whole class attention

Every second is precious. It is essential that students give their full attention to the teacher as soon as it is asked for.

Signal, Pause, Insist (SPI)

Signal

- Teacher faces class and clearly signals for attention - usually raises their hand and saying “Eyes on me, hands empty in ...”
- They scan the room, making eye contact and prepare to count down from 3
- They begin countdown verbally – “ ... 3 – 2 – 1”

Pause

- Teacher pauses for students to swap from what they are doing to eyes on teacher, empty hands & silently paying full attention

Insist

- Before moving on, everyone will have to comply and teachers acknowledge full compliance with eye-contact and thank you.

End of lessons

Every second is precious. It is essential that students make their way very quickly and efficiently between classes. Students and staff will all follow the Stand, Silent, Single-file send-off whole-school routine.

Stand, Silent, Single-file send-off (SSS)

Stand

- Teachers end their lessons five minutes before the bell
- Teachers instruct students to pack away equipment
- Teachers tell students to stand behind their chairs in silence
- Teachers check all students are in the correct uniform and wearing it correctly

Silent

- Insist on silence. Use signal, pause insist if needed
- Teachers remind students of a positive expectation relevant to the next phase of the day

Single-file send-off

- Teacher moves to the door to supervise exit of class and behaviour in corridor – stands in the corridor
- Teacher reminds students to walk in single file on exit so they are safe
- On the bell, the teacher dismisses students in small groups – those nearest the door first
- Send-off with positive reinforcement of good exit behaviour
- Students should display an 'attitude of gratitude' and thank their teacher for the lesson

Teachers will use the last 5 minutes of each lesson to check for understanding, reinforce our school values, and get students ready to go off to the next lesson. At the end of lessons, teachers can ask students to help prepare for the next lesson by getting books and equipment out. This helps a smooth and prompt start to the following lesson. Lessons start and end very efficiently and calmly. Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner. Students pack away as instructed. They remain focused on the task of packing away and follow instructions.

When students get to the next lesson, students wait outside for the teacher. They never enter a room without the teacher's express instruction. Being on time is a sign of politeness. Being late is rude and disrespectful. Students move along corridors following the one-way system, moving quickly, efficiently and politely between lessons.

Appendix 3: Equipment

Students must have this essential equipment with them every day

- Black pens (to write with)
- Green pens (to mark with)
- Pencils
- Ruler
- Mobile Phone pouch
- Bag (ruck sack or messenger style) for equipment and books

Students must have subject specific equipment when required

- Scientific calculator (every day)
- Books for lessons that day
- PE Kit
- Apron
- Cooking ingredients
- Reading book

Additional equipment

In addition to the equipment above, we recommend every student brings the following:

- Bottle of water (full at the start of the day)
- Glue stick
- Rubber
- Protractor
- Pair of compasses
- Pencil sharpener
- Coloured pencils
- Highlighters.

Appendix 4: Uniform

Blazers, ties, PE top and skirts must be purchased from our uniform supplier (Stevensons at 67 Ber Street, Norwich, NR1 3AD) as they are LSHS specific and the blazer, PE top and skirt require the school logo and must be a particular style and suitable length. Some uniform is also available from our second-hand uniform store based in on-line.

Students are required to wear:

- Either logoed skirt, **(only available from our uniform supplier)** smart and tailored (not skinny fit, jeans, leggings, jeggings, or combat) shorts, or smart and tailored black trousers
- Belts can be worn provided they are discrete and they fit inside the belt loops
- Smart white collared shirt – short or long sleeved, suitable to wear with a tie
- Long Stratton High School tie **(only available from our uniform supplier)**
- Long Statton High School blazer **(only available from our uniform supplier)**
- Optional grey knitted cardigan or v neck jumper (not crew neck, so the tie can be seen) of plain design (not PE tops nor hoodies nor sweatshirts nor fleece)
- Tights must be plain black, dark grey or a neutral colour
- Socks must be plain black (no logos, stripes etc)
- Sensible black leather or leather-look footwear
- Outdoor coats, hats, etc must not be worn in classrooms – removed to line-up before entering any classroom
- Hoodies and sweatshirts are not school uniform and are not allowed to be worn on the school site

Uniform should be worn smartly. Specifically, we want our pupils to be “Long Stratton Smart” - a neat, well-tied tie (not too short nor too long) with the knot always covering the top button of the shirt, blazer sleeves rolled down, shirt fully tucked in, skirts with waistband and logo showing, clean and polished footwear. Uniform should be in a good condition (no holes or rips) and clean.

Physical education wear:

- Long Stratton High School PE top **(only available from our uniform supplier)**
- Plain black or Long Stratton High School sweatshirt with the school logo (optional but only available from our uniform supplier)
- A pair of long plain black shorts (football/hockey style – not short, lycra style)
- Sports socks
- Trainers with non-marking soles
- Studded boots for the 3G pitch (not blades or flat-bottomed trainers)
- Plain black tracksuit bottoms (optional)
- Long hair must be tied up neatly and securely
- All jewellery must be removed before any PE activity (lesson, club, fixture etc)

Protective clothing

All students need to wear protective clothing for DT and a suitable apron can be purchased from our uniform supplier.

Jewellery

The wearing of jewellery in school is considered a health and safety risk. **No** jewellery should be worn except for a single, plain stud in either or each ear, and/or a religious symbol (for example a crucifix). If a student is wearing items that are not allowed, they must be removed and will be confiscated.

Badges that have been awarded by the school may be worn on the blazer lapel, as can pronoun or identity badges. Long Stratton High School reserves the right to ask students to remove any other badge (for example that may cause offence), or ask that they are attached to their bag (other inoffensive badges).

Make-up

Students are allowed to use a minimal amount of subtle make-up. If a member of staff feels a student is wearing too much make-up, it must be removed. Obviously fake eyelashes are not allowed.

For health and safety reasons, nail varnish (including gel or acrylic) is not allowed nor are long or false nails.

Hair styles

Students should have their hair arranged in a safe, tidy manner which conforms to health and safety considerations. For DT and PE, long hair must be tied up safely and securely.

Other information

Lost property will be reduced if garments are marked with students' names. The school recognises the diversity of its students and its obligation to equal opportunities. Any items worn or brought into school that do not conform to the school's uniform will be confiscated. If parents or carers have specific concerns about uniform, please contact office@lshs.org.uk.

If uniform does not meet expectations, a student can be kept in isolation until the situation is resolved.

Appendix 5: Certificates and badges

Students accumulate credits over their five years at Long Stratton High School. Certificates and badges are awarded each time a student reaches a specific number of credits, as set out below. Negative points are recorded when negative behaviour occurs, but at Long Stratton High School we do not subtract negative points from positive credits as we believe any credit given should always count. Poor behaviour has consequences and should not have a second consequence of taking away credits earned.

Award	Head of Year Certificate	Headteacher Certificate	Badge
Bronze	50	100	150
Silver	225	300	375
Gold	475	575	675

Appendix 6: Long Stratton High School SARPE - students at risk of permanent exclusion

When a student is suspended for a fixed term or internally suspended in the Removal Room or serves a suspension at another Trust school via our Behaviour Transfer arrangements, we recognise that a student's risk of permanent exclusion is increased. The SARPE (student at risk of permanent exclusion) process is in place to help lower the risk of a student being permanently excluded and monitor their progress. Part of this process includes carrying out a risk assessment.

A letter should be sent to the parents or carers and a meeting between the school and parents or carers should take place when a student reaches Stage 1 of the SARPE process. Letters and meetings should follow at the review date and if escalation happens. The seriousness of the situation, the risk assessment and the action plan will be discussed and documented at the meetings. We are committed to undertake supportive measures to help reduce the risk of continued poor behaviour and thereby reduce the risk of permanent exclusion. Further periods of suspension will lead to a review and possible escalation of level on SARPE as the risk of permanent exclusion increases.

Below is a summary of the stages through the SARPE process.

Level	Explanation	Placed onto this stage because:	Actions at this stage
1	The risk of permanent exclusion is raised but at a low level – as long as the student improves their behaviour significantly and immediately.	The student has been placed in the Removal Room, has had a Behaviour Transfer, or has had a suspension.	Letter sent home. Risk assessment completed. Agreed supportive measures in an action plan by the school and home.
2	The risk of permanent exclusion is at a medium level. If the student improves their behaviour over a sustained period (e.g. 1 term), they can move back down to Level 1.	Despite supportive measures, the student has continued to be placed in the Removal Room, has had further Behaviour Transfers, or has had a further suspension.	Letter sent home. Risk assessment updated. Agreed supportive measures in an action plan by the school and home. This can include looking for a Managed Move Trail.
3	The risk of permanent exclusion is at a high level unless the student improves their behaviour significantly and immediately.	Despite supportive measures, the number of days in the Removal Room plus suspensions has now reached 11+.	Letter sent home. Risk assessment updated. Agreed supportive measures in an action plan by the school and home. If possible, a Managed Move Trial should be put in place.

Appendix 7: Queries and unreasonable behaviour from families

Unreasonable behaviour

Long Stratton High School defines unreasonable behaviour to include abusive, offensive or threatening behaviours and those which hinder our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on
- raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed including referral to the Department for Education
- seeks an unrealistic outcome
- makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Whenever possible, the Headteacher or Chair of Governors will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the Headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact Long Stratton High School causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from Long Stratton High School.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:

- Maliciously or aggressively
- Using threats, intimidation, or violence
- Using abusive, offensive, libelous, slanderous or discriminatory language
- Knowing it to be false
- Using falsified information
- Publishing unacceptable, defamatory, libelous, false or offensive information in a variety of media such as in social media, websites and newspapers.

Barring from the school premises

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Schools will therefore act to ensure they remain a safe place for students, staff and other members of their community.

If a parent's behaviour is a cause for concern, Long Stratton High School can ask them to leave school premises. In serious cases, the Headteacher will notify them in writing that their implied licence to be on school premises has been temporarily revoked subject to any representations that the parent may wish to make. But the School will always give the parent the opportunity to formally express their views on the decision in writing.

The decision to bar will then be reviewed, considering any representations made by the parent, and either confirmed or lifted. If the decision is confirmed the parent will be notified in writing, explaining how long the bar will be in place.

Anyone wishing to complain about being barred can do so, by letter or email, to the Headteacher or Chair of Governors. However, complaints about barring cannot be escalated to the Department for Education. Once the school's own complaints procedure has been completed, the only remaining avenue of appeal is through the Courts. In this unlikely event, the complainant should seek independent legal advice.

Appendix 8: Report card (example)

Name		Form	
Week commencing		Reporting to	
Level		Pass or fail?	

Area of focus:

Behaviour	Punctuality	Attendance	Social time
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Initial and write either a P (pass) or F (fail) for each period. If for behaviour, write either a P (pass), C1 or C2

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
Lesson one					
Lesson two					
Break					
Lesson three					
Lesson four					
Lunch					
Lesson five					
Home					
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
Lesson one					
Lesson two					
Break					
Lesson three					
Lesson four					
Lunch					
Lesson five					
Home					

Appendix 9: Long Stratton High School: Behaviour Policy (Abridged)

Rules

The Golden rule – always be ready, respectful, safe

Ready: Silence when the teacher is talking to the class, follow instructions immediately, have equipment with you for every lesson

Respectful: Never do anything the teacher deems to be getting in the way of teaching or learning

Safe: Only move around the room with your teacher's permission

Lesson habits

Students and staff will all follow the Meet, Greet, Silence and seat entrance routine, and the Stand, Silent, Single file and send off exit routines (Appendix 2).

Exiting lessons

Students without a valid medical exemption card or prearranged appointment should not exit lessons during learning time.

Stationery and equipment for lessons

Students are expected to have essential equipment for every lesson, every day.

Mobile phones (also see separate Long Stratton High School Mobile Phone policy)

The DfE's [statutory mobile phone guidance](#) includes in the term 'mobile phones' all devices with communications and smart technology. At Long Stratton High School, this includes, but is not limited to:

- Mobile phones (these must be inside the school-specific locking pouch during school)
- Smart watches
- Smart rings
- Tablets
- Any future technological device with communications and smart technology.

All smart devices (other than mobile phones) must not be brought to school and will be subject to the same sanctions as mobile phone detection (See Section 5.3 of the Mobile Phone Policy).

Uniform

Blazers, ties, PE top and skirts must be purchased from our uniform supplier (Stevensons at 67 Ber Street, Norwich, NR1 3AD) as they are school-specific and the blazer, PE top and skirt require the school logo. Some uniform is also available from our second-hand uniform store based online.

Students are required to wear:

- Either logoed skirt, **(only available from our uniform supplier)** smart and tailored shorts or smart and tailored black trousers.
- Smart white collared shirt – short or long sleeved, suitable to wear with a tie
- Long Stratton High School tie **(only available from our uniform supplier)**
- Long Stratton High School blazer **(only available from our uniform supplier)**
- Optional grey knitted cardigan or v neck jumper of plain design
- Socks must be plain black (no logo, no stripes etc.)
- Tights must be plain black, dark grey or a neutral colour
- Sensible black leather or leather-look footwear

Physical education wear:

- Long Stratton High School PE top (**only available from our uniform supplier**)
- Plain black or Long Stratton High School sweatshirt with the school logo (optional) (**only available from our uniform supplier**)
- A pair of long plain black shorts (football/hockey style)
- Sports socks and trainers with non-marking soles
- Studded boots for the 3G pitch (not blades or flat-bottomed trainers)
- Plain black tracksuit bottoms (optional)
- Long hair must be tied up neatly and securely
- All jewellery must be removed before any PE activity (lesson, club, fixture etc)

Jewellery

No jewellery should be worn except for a single, plain stud in either or each ear, and/or a religious symbol (for example a crucifix).

Make-up

Students are allowed to use a minimal amount of subtle make-up. No nail varnish (including acrylic and gel), or long nails. Obviously fake eyelashes are not allowed.

Hair styles

Students should have their hair arranged in a smart, tidy manner which conforms to health and safety considerations. For DT and PE, long hair must be tied up safely and securely.

Outside of school

Even when students are outside school, they still represent Long Stratton High School. They should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

Rewards

Long Stratton High School rewards pupils in a variety of ways:

- Acknowledgement and celebration
- Genuine, meaningful verbal praise
- Credits
- Badges
- Certificates
- Family involvement
- Assemblies
- Breakfast with the Headteacher
- Reward trips
- Recognition and celebration events

Sanctions

No behaviour policy or set of procedures can cover all situations nor all eventualities. The Headteacher reserves the right to use discretion to help Long Stratton High School students be Ready, Respectful and Safe - to make better choices and learn the right lessons.

Sanction	What could lead to this
Verbal reprimand	• C1 – Pupil needed reminding to correct classroom behaviour (recorded) • A1 – Pupil needed reminding to correct an accidental uniform error
	• A warning that if poor behaviour continues, a sanction will be issued
Social time removal (remainder of break or lunchtime)	• S2 - Poor behaviour during a social time or between lessons
Lesson time removal	• C2 (Removal for the rest of the lesson) • Incorrect uniform (until rectified) • 2 C2s in a day (Removal for the rest of the day) • Refusal to give prohibited items to a member of staff • Refusal to give mobile phone to a member of staff. (Further mobile phone sanctions apply, and can be found in section 6.2 of our Mobile Phone policy) • Refusal to leave the classroom following a C2 (Removal for the rest of the day) • Not following instructions from a senior leader • Rude, threatening or intimidating behaviour • Prejudice or discrimination relating to sexual orientation or sexual identity, relating to disability or other protected characteristics • Racial language or imagery • Bullying behaviour • Damage to school or someone else's property • Inappropriate use of social media or online technology • Verbal abuse/threatening behaviour against a student • Theft • Use or threat of use of a prohibited item • As part of the reintegration process, following return from a suspension
Lunchtime detention (25 minutes)	• A2 (Deliberate or repeated incorrect appearance) • C2 (Removal from a classroom or lesson) • G2 (Possession of chewing gum) • S2 (Removal at Social time) • T2 (Truancy from a lesson) • Lateness without justified reason • Lack of essential (Pen, pencil, ruler, mobile phone pouch) or subject specific equipment (e.g. DT apron, PE kit, calculator) • Homework not completed or not handed in on time

Afterschool detention (one hour)	• Failure to attend scheduled lunchtime detention
Suspension or Permanent exclusion	• Failure to complete a Resit Lunchtime Detention (Lunch-2) • Failure to complete a Resit Afterschool Detention (ASD-2) • Alcohol or drugs related incident • Persistent or general disruptive behaviour • Physical assault against a student • Physical assault against an adult • Abuse relating to sexual orientation or sexual identity • Abuse relating to disability or other protected characteristics • Racist abuse or symbolism • Sexual misconduct • Use or threat of use of an offensive item • Verbal abuse/threatening behaviour against an adult

- This policy is available on our school website and in hardcopy from the school office upon request.
- This policy has been formulated in consultation with governors, staff, pupils, parents, and carers.
- The policy is provided to all staff and volunteers.
- The policy should be read in conjunction with the other school policies.
- This policy will be reviewed in full by the Governing Body at least every three years.