

# Longdean School



## Positive Behaviour Policy

Reviewed: **Autumn 2018**

Ratified:

Next review: **Autumn 2019**

## **Policy Statement:**

Longdean School is an inclusive multi-cultural school where the aim is for every student to be able to say 'I am proud of who I am and what I have achieved today'. The aim of the Rewards element of the policy is to recognise and reward students for the positive contributions made within lessons and to the learning environment at Longdean School. Sanctions are in place to provide a framework for students to manage their own behaviour, should their conduct potentially jeopardise the learning of others. The policy has the optimal climate for learning at its heart and also aims to develop a greater understanding of tolerance and respect for others within a cohesive community based on genuine mutual regard. The policy applies to behaviour in school, on route to and from school, near school in the community and on any school related activity.

## **Rewards**

At Longdean, we believe that good behaviour is best promoted by recognising and rewarding instances of good behaviour.

**1.** A drop down menu can be accessed to reward students during lessons. Students can be awarded one, two or three House points, at the teacher's discretion. A 'Student of the Lesson' reward can also be accessed through this drop down menu.

The points are awarded for Attitude to Learning, distinct aspects of which may include: attendance, punctuality, effort, attentiveness, co-operation, resilience, determination, engagement, homework quality, quality of written work, independence, self-organisation, keeping to deadlines, contributing to class discussions and group working. This mirrors the areas of Attitude to Learning that our teaching staff actively promote in lessons.

**2.** A student of the lesson award may be given to up to two students at the end of the lesson if the teacher decides that this is appropriate. One student of the lesson award equates to five House Points. However, the emphasis has to be firmly upon a student going above and beyond their 'normal' level.

**2.1** At the end of every half term, the Student of the Lesson award data are filtered and every student who has been given the award receives a letter of commendation. The letter will cite how many such awards have been given, as well as the subject areas in which they have been given.

**3.** The Behaviour totals (negative points) can also be viewed at the same time as Achievement points, thereby allowing a net overall House Point score to be calculated for each student. This system provides an additional source of information for staff and parents relating to that student.

**5.** As of 2017-18, students will be recognised for exceptional achievement in specific areas of school life, such as sports, performance or public speaking. This recognition will come in the form of 'half colours' and 'full colours'. Thresholds for half colours and full colours will be set by departments; the reward will come in the form of badges, certificates and a presentation to parents.

**6.** Once the number of House Points attained by a student has progressed beyond a certain threshold then a certificate will also be awarded. This is done through SIMS which is set to automatically print a certificate when a student passes a particular milestone. The certificate is then placed into the tutor group communication folder by office staff and handed out by the form tutor during registration. Students who

achieve a Gold certificate or above are presented with their certificate in Reward assemblies at the end of each term. The following thresholds apply:

	Threshold
Bronze	30 House Points
Silver	100 House Points
Gold	200 House Points
Platinum	300 House Points
Diamond	400 House Points
Headteacher's Award	500 House Points

### **Sanctions**

**1** We believe that sanctions are only effective if they are applied in a clear and consistent manner. The aim is not that our set of sanctions acts as a measure in itself to control behaviour. The modelling of our values and the work done by our teachers are the primary driving forces in shaping behaviour. Our sanctions give students the opportunity to manage their own behaviour, through recognition of where their behaviour exists on an escalating scale. All behaviour stages are linked to the climate for learning.

**1.1** Teachers are expected to set up their classroom in a manner that promotes good behaviour. To that end, there are certain non-negotiable aspects of staff conduct that are intrinsically linked with positive student behaviour. Staff are expected to:

- Plan well-structured lessons, which stimulate learning.
- Mark books and assessments in a way that promotes a sense of mutual engagement.
- Begin lessons with a clear, tangible objective, which is reviewed at the end.
- Seat students in a way that best promotes a positive climate for learning.
- Behave in a manner that builds a positive climate for learning.
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**1.2** For their part, students should conduct themselves in a manner that fits our school's ethos by aiming to adhere to the following values:

- Arrive at lessons ready and equipped to learn.
- Arrive at lessons calmly.
- Make positive verbal contributions to lessons.
- Comment positively on the actions of your peers.

- Listen carefully when your teacher sets up tasks.
- Understand the impact that one person's behaviour can have on a community.
- Take pride in your appearance, your conduct and the things you say.
- Develop aspiration and share it with your teachers and other students.
- Use technology responsibly.
- Try your best at all times.

## **2 Sanction Stages**

Whilst these expectations of staff and students will usually promote a productive learning environment, there are times when a student's conduct still warrants a sanction. In such instances, staff will apply our consequence stages, which will be applied consistently throughout the school. It is hoped that this will result in the student managing their conduct effectively, through being able to recognise the stages that their behaviour reflects. Should this continue to be the case after a student reaches the C3 stage, they will be removed from the lesson through the school's 'on call' system. This will ensure that they can no longer disrupt the learning of the class.

### **2.1 Restorative work in C3 same day sanctions**

Restorative justice should be employed to facilitate positive working relationship between the member of staff and the student concerned. This should be done in the controlled conditions of the detention, as opposed to interrupting the T&L of the class during the lesson. Members of staff should attend the start of C3 Detentions to begin restorative work and discuss issues concerning the sanctioned pupil.

This brief meeting should take no longer than 5 or 10 minutes; research and evidence prove that it is crucial in ensuring that the following lessons do not suffer from continued disruption from the same student. SLT and the Behaviour Manager will be on hand to help facilitate the Restorative Justice conversation should the need arise. Members of staff will be supported through this process as it is a crucial element in ensuring outstanding T&L.

**2.2** As well as the sanctions detailed in the grid, there are additional thresholds that will trigger certain responses:

2 X C2 in one day:	Same day sanction
10 x C1 in one half term:	Meeting with student, tutor, parent, and DOH to discuss impact of low-level behaviour. Report card to tutor.
5 x C2 in one half term:	Meeting with student, tutor, parent, DOH and AHT to discuss impact of behaviour. Report card to DOH.

5 x C3 in one half term:	Meeting with student, tutor, parent, DOH and AHT to discuss impact of behaviour. Report card to AHT and PSP set up.
2 x C3a in one half term:	Student to be placed in isolation for a length of time decided by the relevant DOH.
Persistent C3/C3a:	Outreach from DESC.

### **3. Use of isolation and referrals for internal exclusion**

Internal exclusion differs from isolation, in that it takes place between 8:00-6:00. Both sanctions take place within the same area. As detailed on the sanctions grid, internal exclusion is used when the behaviour is more serious than that which warrants isolation. Students can be placed in isolation either for behaviour of the type documented on the grid, or for persistent poor behaviour, at the discretion of the DOH.

**3.1** The process to refer a student for internal exclusion is as follows:

1. Director of House to sanction recommendation for student to attend internal exclusion. The length of the referral is at the discretion of the DoH based on a broad range of information, including written statements from staff and pupils and SIMS data.
2. Director of House to complete internal exclusion form and pass to Behaviour Manager.
3. Director of House to contact parents to inform them of decision and discuss their child's BfL.
4. Forms sent to Behaviour Manager. Behaviour Manager to ensure that incident is recorded on SIMS Behaviour in accordance with the BfL. Files to be stored and available for future reference by BM.
5. DoH to decide if further parental engagement is necessary at this stage.

### **3.2 Expectation of behaviour in Isolation and Internal Exclusion.**

1. Student registers at reception and arrive at Isolation for 8:30 am. Poor punctuality is liable to incur further sanction.
2. Student remains in isolation for the remainder of the school day in accordance with Internal Exclusion timings.
3. Student to engage in curriculum based work at the discretion of the Behaviour Manager or Isolation staff member (DoH or SLT).

4. Students to wear full uniform correctly throughout the day. If a student persistently refuses to adhere to the basic school uniform through defiance they will be liable to incur further sanction.

5. Students are not allowed to have mobile phones in their possession during the referral. Phones are to be handed in to the Behaviour Manager.

6. Break and lunch to be taken at 1030 hrs and 1300 hrs respectively. The length of the break is at the discretion of the member of staff in charge of isolation at the time. A further break will be taken at 1600 hrs if pupils have displayed a positive attitude to BfL. Again, this is discretionary. Students are not to attend the canteen; instead, food can be brought to the isolation area, if requested.

**3.3** Students are expected to display exemplary BfL during their referral in Internal Exclusion or face further sanction if they do not meet the required standards.

**3.4** Each student will complete a one week Isolation report to the Behaviour Manager once the Internal Exclusion is completed. If the student does not meet the required improvement having completed a week of Isolation report they will be liable to further sanction at the discretion of the behaviour manager and DoH.

#### **4. On Call / Removed from Lesson**

Any member of staff can use the on-call system to remove a student from the lesson, as long as the correct procedures have been observed and the sanction is used in a graduated manner. On isolated occasions, the use of on call without preceding steps may be justified, should the student's behaviour mean that their position in the class is untenable.

The member of staff who is on-call will arrive at your lesson or location and will begin by first speaking with the student to establish the details of the on-call. The person on-call will also speak to the member of staff, before the student is removed.

At this point the student will be taken away and placed at the back of another lesson, or another suitable location. Any student who is on-called and removed from the lesson will have a letter sent home automatically. The student will also receive an on call detention as a result of their actions. The school office will make an entry onto SIMS to reflect that the student was On-Call. However, it is the responsibility of the member of staff to also record the incident on SIMS so that the context of the incident can be explained and an on call detention is logged on to the SIMS system.

#### **4.1 Requesting On-Call (steps to be taken)**

1. Phone the school office either on the internal phone system – press 0 (zero) or by telephoning through to the school switchboard – 01442 217277
2. Give the name of the student who is on-call and the room / area that the person who is on-call can be found e.g. *Please can you send on-call to Room 13 for John Smith.*
3. When on-call arrive explain the situation
4. Record the incident on SIMS as a Same Say Detention (SDD) on SIMS as outlined in this booklet.

5. Attend the on call sanction in the Learning Support Centre (LSC) to complete a Restorative Justice conversation with the student.

### **5. Further support for the student:**

1. LSC referral (respite from certain lessons for a 6 week block of time)
2. Behaviour Reports (reporting to a variety of members of staff)
3. Trustees' Referral meeting (held once per half term)
4. College placements (if deemed suitable and appropriate by the Intervention team)
5. PSP (completed by the Alternative Provision manager)
6. Inclusion intervention (to be discussed at Inclusion meetings)
7. Outreach (DESC)

### **6. Graduation**

At Key Stage 3, students are part of our graduation process. Throughout Year 7 and Year 8, parents/carers of students who have an average attitude to learning of 2.2 or more - a score taken from data entered for reports - are asked to attend meetings with relevant school staff and members of the governing body.

**6.1** The purpose of these meetings is to assist the students in correcting their behaviour. Representatives of the governing body will quality assure the school's support mechanisms and, if necessary, hold the school to account for their implementation. If a student has not improved their attitude to learning by the final (third) set of reports, the Head teacher will make a decision, in consultation with other senior staff and members of the governing body, as to whether or not they should repeat the academic year.

**6.2** Although attitude to learning is the primary criterion for making a decision as to whether a student should graduate into the next academic year, the school may also take the student's behaviour log into account.

**6.3** Appeals against any decision not to allow a student to graduate can be made. Such appeals should be made in writing to the Head teacher, no later than seven days after the decision has been taken.

### **7. Allegations against staff**

**7.1** Any member of staff who speaks to a parent/carer who is unhappy with any aspect of the school's work will clarify whether the parent/carer is putting forward a **concern**, a **complaint**, or an **allegation**.

**7.2** A concern will be treated as something that needs to be addressed by the relevant member(s) of staff, a complaint will follow the procedures set out in the school's complaints policy and an allegation will be treated as an assertion that a member of staff has broken the law through their conduct.

**7.3** In the event of an allegation being made, staff will clarify the fact that an allegation means a legal transgression. The parent/carer will then be asked if (s)he would still like to take the matter further.

**7.4** Parents/Carers will be made aware at this point that any allegation that is subsequently found to be malicious may have consequences for the student and the parent/carer. The school may permanently exclude a student in such circumstances. Should a parent/carer be culpable of making such an allegation, the matter will be referred to the police.

### **8. Mobile devices and Social Media**

The school does not permit mobile devices to be seen or heard on the school site until 15:30. If they are they will be confiscated with the following tariff of sanction applies:

- First time, the student can collect the device at the end of the school day.
- Second time, the student can collect the device at the end of the day, five school days after the confiscation.
- Third time, the student can collect the device at the end of the day, ten school days after the confiscation.
- Fourth time, a parent must collect the device at the end of that half term by appointment with a member of the senior leadership team.

Post 16 students can use their mobile devices in lessons if directed or in study areas or study areas at break and lunchtime.

All mobile devices should be switched off and kept in a bag or locker until 15:15 when they can be checked and used again.

### **Guidance on searches**

The school follows advice in the DFE Guidance detailed in [Searching, screening and confiscation](#) advice for Headteachers, school staff and Governing Bodies.

### **Special Consideration**

If you feel that your child should be exempt from this policy due to special educational needs, medical or disability, please write to the headteacher detailing your reasons for consideration. All cases will be reviewed on an individual basis.

We believe that behavioural issues that stem from social media can only be effectively addressed in partnership with parents. In the event of any issues on Facebook, Snapchat or Instagram, we would expect parents to have addressed the following:

<b>8.1</b>	The source of any abusive messages should be blocked.
<b>8.2</b>	The source of any abusive messages should be reported, using the platform's own reporting mechanisms.
<b>8.3</b>	Privacy settings should be configured to trusted sources only.
<b>8.4</b>	If the child is under 13, they should not be using the platforms; parents should remove their access.
<b>8.5</b>	Particularly abusive content should be reported to the police on 101.
<b>8.6</b>	Any messages sent during anti-social hours (e.g. 3:00 a.m.) should lead to the








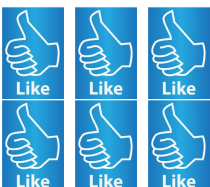
	parent/carer of the sender taking measures to prevent nocturnal access
<b>8.7</b>	If the above steps have been taken, then the school should be informed, with printouts provided.
<b>8.8</b>	If a child has been victimised through an abusive clip on YouTube, the school and the police should be informed immediately, once the abuse has been flagged up to the platform via YouTube's reporting mechanisms.
<b>8.9</b>	The parents/carers of children sending or receiving compromising, intimate images will be informed as soon as we become aware. Any requests for such images will be dealt with severely, as a breach of the school's code of conduct. Although individual circumstances may differ, this would broadly involve the parents/carer seeing these requests, a period of internal exclusion, a RAMP (if considered appropriate) and the involvement of the police (if considered appropriate). Any students making such requests will not be allowed to be in possession of a mobile device at Longdean.



# Rewards



Moths & Computing

Rewards	Behaviour	Reward
	R1	Good work in the classroom/homework
	R1a	30 House points
	R1b	100 House points
	R1c	200 House points
	R1d	300 House points
	R1e	400 House points
	R1f	500 House points
	R2	Student of the lesson
	R3	Very good work/ excellent effort No behaviour points in a term
	R4	100% attendance
	R5	Representing the school in extra curricular activities: Sport, Drama, Music, Dance, Public Speaking
	R6	Exceptional attainment in a specific curriculum area over the course of the year/time at Longdean.

Stamp in planner (1 House point)

Bronze Certificate

Silver Certificate

Gold Certificate

Platinum Certificate

Diamond Certificate

Headteacher's award

Noted on drop down menu.

Letter of commendation from the Headteacher

Attendance prizes, through the 100% prize draw







School Colours

Award at annual Presentation Evening



# Consequences



Level	Examples of behaviour	Consequence
 <b>C1</b>	Disrupting the learning of others. Calling out repeatedly. Talking/Arguing/Out of seat. Uniform/Appearance. Not controlling volume.	Verbal warning
 <b>C2</b>	Repetition of C1 behaviour.	Second verbal warning.
 <b>C3</b>  <b>C3a</b>  <b>C3b</b>	Repeated C2 behaviour. Failure to attend a homework detention. Inappropriate use of technology Rudeness towards a member of staff. Late twice in one week. Inappropriate conduct to and from school or on a school related activity.  Repeated C3 behaviour.  Smoking in school uniform and/or the possession of cigarettes/lighters. Truancy.	Same day sanction.  On call used. On call detention given.  Saturday detention.
 <b>C4</b>	2 x C3a within one half term. Dishonesty. Continual defiance. Walking away from a member of staff. Fighting. Bullying. Abuse of another student on social media. Repeated Inappropriate conduct to and from school or on a school related activity.	Isolation/ Internal exclusion
 <b>C5</b>	Persistent Stage 4 behaviour. Swearing at a member of staff. Intimidating a member of staff. Possession of illegal substances. Assault. Persistent bullying. Racist or homophobic abuse. Theft or Vandalism.	Fixed term exclusion
 <b>C6</b>	Persistent Stage 5 behaviour. Possession of offensive weapon. Serious theft or vandalism. Use of, or dealing in, illegal substances. Malicious allegations against staff. Violence towards a member of staff.	Permanent exclusion

- Please note that this list of behaviour is a guide and is not exhaustive.
- Behaviour to and from school or on a school related activity will be addressed on an individual basis dependent on the behaviour involved.