

# Longdean School



## Positive Behaviour Policy

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## Positive Behaviour Policy

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.

### 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 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.

4. Students will receive a certificate for reaching certain House Point thresholds. This system is designed to recognise Student Achievement. The thresholds are as follows:

	Threshold
Bronze	50 House Points
Silver	100 House Points
Gold	200 House Points
Platinum	300 House Points
Diamond	400 House Points
Headteacher's Award	500 House Points

5. At the end of each week, every member of staff will nominate two students for a 'Praise Postcard'. This will be delivered to the student via their form folder. This is then recorded in the same way as House Points and Student of the Lesson. Each Postcard received is worth 10 House Points.

6. The final reward which students can be awarded is the 'Longdean Superstar Award'. This is designed to recognise something out of the ordinary that a student does and is not usually linked to academic performance. Examples could include an act of kindness, outstanding effort for charity, voluntarily helping staff or doing things in the local community. Again, this award is recorded and is worth 20 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.

In addition, teachers are expected to use their STEPS training to contextualise behaviour, as and when appropriate.

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.
- Be 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 a 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 Monitoring low level disruption

Directors of Year monitor low level disruption as much as possible. As a minimum, this is on a daily basis. Should persistent low-level disruption occur, there are a number of steps that the DOY may undertake, in line with the flowchart given as an appendix at the back of this policy.

## 3. Use of Isolation and referrals for internal Suspension

Internal suspension differs from isolation, in that it takes place between 8:00am-5:00pm. Both sanctions take place within the same area. As detailed on the sanctions grid, internal suspension 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 DOY.

### 3.1 The process to refer a student for internal Suspension is as follows:

1. Director of Year (DoY) to sanction recommendation for student to attend internal suspension. The length of the referral is at the discretion of the DoY based on a broad range of information, including written statements from staff and pupils and G4S data.
2. Director of Year to inform the Behaviour Manager, so that work can be obtained for the student to complete during the suspension.
3. Director of Year to contact parents to inform them of decision and discuss their child's BfL.
4. Behaviour Manager to ensure that incident is recorded on G4S Behaviour.
5. DoY to decide if further parental engagement is necessary at this stage.

### 3.2 Expectation of behaviour in Isolation and Internal Suspension.

1. Student registers at reception and arrive at Isolation for 8:30 am. Poor punctuality is liable to incur further sanction. The arrival time for Internal Suspension is 8:00am.
2. Student remains in isolation for the remainder of the school day or in accordance with Internal Suspension timings.
3. Student to engage in curriculum-based work at the discretion of the Behaviour Manager or Isolation staff member (DoY 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. Students are not to attend the canteen; instead, food can be brought to the isolation area, if requested.
7. Students are expected to display exemplary BfL during their referral in Internal Suspension or face further sanction if they do not meet the required standards.

## 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 the 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 a Sixth Form 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 Go4Schools to reflect that the student was on-call. However, it is the responsibility of the member of staff to also record the incident on G4S so that the context of the incident can be explained and an on-call detention is logged on to the G4S 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 G4S as a 4pm Detention as outlined in this booklet.
5. Attend the on-call sanction in the Main Hall to complete a Restorative Justice conversation with the student.

## 5. Further support for the student:

1. LSC referral	(respite from certain lessons for a specific 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 DoY)	
6. Inclusion intervention	(to be discussed at Inclusion meetings)
7. Outreach (DESC)	
8. STEP 2 referrals	
9. FFA assessments	(should a specific need within the family be a driving factor)
10. 'Roots and Fruits' and 'Predict and Prevent' plans, in line with HCC STEPS	
11. Work experience placements	
12. Temporary respite at another school	
13. DESC 'Hub'	
14. Reduced timetable	(only ever as a temporary measure, with a view to moving up to full time)

The above list is not exhaustive and additional opportunities for support may emerge at any point.

## 6. Allegations against staff

6.1 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.

6.2 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.

6.3 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.

6.4 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.

## 7. Social Media

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:

7.1 The source of any abusive messages should be blocked.

7.2 The source of any abusive messages should be reported, using the platform's own reporting mechanisms.

7.3 Privacy settings should be configured to trusted sources only.

7.4 If the child is under 13, they should not be using the platforms; parents should remove their access.

7.5 Particularly abusive content should be reported to the police on 101.

7.6 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

7.7 If the above steps have been taken, then the school should be informed, with printouts provided.

7.8 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.

7.9 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.

## 8. Mobile Devices Policy

### 1. Introduction

This policy encompasses Digital Technologies including the internet and electronic communications including the use of mobile devices such as phones, laptops, iPods, Kindles, smart watches, tablets, and other wireless technology. This policy was introduced in January 2019 in light of increasing concerns around the time staff were taking to resolve issues around social media. It is so important for students to focus on their education whilst in school and therefore this guidance on mobile devices during the school day removes any ambiguity around this. Exam

regulation does not permit any mobile device and adherence to this is critical which the students will also be well prepared for.

The school also has an obligation to ensure students are educated about being safe online and further information on this can be found in the e-Safeguarding Policy.

## 2. Key stage 3 and 4 (Years 7 to 11)

Phones and other devices including personal laptops, fit bits, smart watches and headphones are not to be seen or heard on site from 08.15 until after 15:15. They may be switched on and used at the end of the school day as soon as the student leaves the school building. If headphones are seen then the device they are connected to will also be confiscated. The site refers to all buildings, grounds, pathways and playground areas that form Longdean School.

In certain situations, staff may allow the use of devices, at their discretion. However, sanctions will still be imposed if misuse occurs.

## 3. Post 16

Post 16 students can use their devices in the study areas, library and canteen in lesson time. They can use them in lessons under the supervision of a teacher. In break times, use of devices is limited to their study areas only.

## 4. Devices on trips

Use of devices on trips is to be determined by the trip organiser.

## 5. Staff

The ban does not extend to staff but our policy reminds them of their obligations around mobile devices.

## 6. Sanctions

If a device is confiscated the tariff of arrangements below for the return of the item will be established.

Any confiscated items will be placed in sealed, labelled envelopes in the school office until they are collected. If headphones are confiscated the device they are connected to will also be removed from the student.

First confiscation – returned to student at the end of the day.

Second confiscation – returned to student after 5 school days.

Third confiscation – returned to student after 10 school days. DoY to contact/meet parents/carers.

Fourth confiscation – returned to parent or legal guardian (not a sibling or other relative) at the end of half term, during a meeting with a member of the Senior Leadership Team. The phone will be returned in this meeting and there will be a discussion about the sanction for further incidents of misuse.

## 7. Special Consideration

Parents / guardians can apply to Longdean School for special consideration to not adhere to the policy. Such requests will be looked at on a case by case basis and would normally but not exclusively relate to issues around disability, SEND or medical issues. Any request must be made in writing to the Headteacher. An email request or phone request will not be considered.

## 8. Longdean School 1:1 Device Scheme

If you have a device through the school's 1:1 device scheme, these can be brought into school for use during lessons if a specific request has been made by the teacher. They should not be seen or used during the school day (08:15 to 15:15) for any other reason. Post 16 should follow their specific guidance.

## Frequently Asked Questions



Can my child still bring their phone to school?

Of course! Many of us are parents and we appreciate why you would want your child to have a phone on the way to or from school. They just need to be kept out of sight – for example in bags or lockers – and not used until they are outside the building at 15:15.

What if I need to contact my child at school?

In an emergency simply phone the school office on 01442 217277 and the message will be passed to them. In fact, this is actually quicker than trying to contact them directly.

What if my child feels that they urgently need to contact me? They might need me to drop something in that they have forgotten.

Realistically, these occasions occur very rarely, if at all. Our staff are trained and equipped to handle the vast majority of issues that can arise on any school day. However, if they desperately need to contact you before 15:15, they approach their Pastoral Manager or Student Services.

I am concerned about my child's phone being confiscated. How can I help them to avoid this?

The easiest way to avoid any problems is to encourage your child to get into a strict routine of turning their phone off as they approach the school. It should then be placed out of sight.

Is the school allowed to confiscate my child's phone?

Yes, the school is legally allowed to confiscate a phone.

My child has left their phone on and needs to turn it off. What should they do?

Any member of staff can be approached about this. The student should be prompt and honest and ask the member of staff if they can turn their phone off. Speaking to a member of staff first will avoid any potential conflicts.

You are supposed to be preparing children for the world of work. Doesn't possession of a phone prepare them for the real world?

As a society, we are only now becoming aware of the full scope of what young people have been accessing online over the last few years. There is no wider place in the working world for toxic comments, threats, access to explicit material and inappropriate filming. We have been moved to a position where we feel that our students have to be protected from these issues, as have many other secondary schools across the UK. Our existing ICT resources give us all of the real-world applications that we need. We also note that many workplaces are introducing phone restrictions of their own, so in this respect, we are preparing our young people in a realistic way.

Won't this be detrimental to their education in certain lessons?

No. Longdean has far more ICT capacity than most mainstream secondary schools. We have a bank of laptops, which can be booked by any teacher and used in lessons as and when mobile technology would be of benefit.

As the restriction ends at 15:15, can phones be used on site after that time?

Yes, although we will take the necessary steps if we feel that they are being used to promote negative interaction between students.

What if my child needs to tell the time?

There are clocks in every room. If a child has difficulty reading a clock face, they could always ask either other children or staff. Cheap digital watches are also readily available.

Does this restriction also apply to Smart Watches?

Yes. Smart watches are not permitted to be worn without specific permission from the Headteacher.

How will I find out if my child is in detention?

If this is the case, you will always be contacted via the details that you have given us. If in any doubt, do call the school and we will verify for you.

What if school needs my child to do something after school?

We will always contact you if this is the case.

Doesn't this inhibit access to 'Show My Homework'?

There should never be any need to access this app - or any others that we use - during the school day. Access should be part of a routine at home. We would strongly recommend that students check 'Show My Homework' before leaving for school in the morning and when they first come home after school.

What about access to my child's timetable?

This should be checked at home, when the student is preparing for the school day ahead. Students should have stuck their timetable into a diary or folder, or at least made a note of it in a safe place. If this is a change for your child, we would recommend that you have one timetable on display at home, one kept in a safe place at home and one in the student's bag. They can then make a note of what they need for the day ahead.

## 9. Smoking Policy

### Policy Statement

This policy protects all employees, students and visitors from exposure to second-hand smoke and complies with the Health Act 2006.

Exposure to second-hand smoke increases the risk of lung cancer, heart disease and other serious illnesses. Ventilation or separating smokers and non-smokers within the same airspace does not completely stop potentially dangerous exposure.

## Policy

- Longdean is a non-smoking site. In addition, students are not permitted to smoke on site or on the way to or from school. This also applies to vaping and e-cigarettes.

All our workplaces, including classrooms, laboratories, offices, rest rooms and all enclosed places are smoke free as all employees and students have the right to work in a smoke free environment. Similarly, smoking will not be permitted on any part of the school site. This came into effect on Sunday 1 July 2007.

Smoking is prohibited in all enclosed and substantially enclosed premises in the workplace, as well as the rest of the school site.

This includes school minibuses, buses and coaches. This policy applies to all Trustees, employees, students, consultants, contractors and visitors.

This also applies to visitors using the site for lettings and customers using the sports facilities during community hours.

## Exception

The school does not promote smoking; however, in recognition of staff who are smokers, the school has provided a discreet area to smoke. The area is located adjacent to the sports hall; access is gated and exclusively for staff, by request only. Keys to the area are issued by the Premises & Safety Manager.

## Implementation

Overall responsibility for policy implementation and review rests with the Headteacher. All staff are obliged to adhere to and support the implementation of the policy. All existing Trustees, employees, consultants and contractors shall be informed of the policy and their role in its implementation and monitoring. All new personnel will be given a copy of the policy on recruitment/induction.

Appropriate 'no-smoking' signs will be clearly displayed at entrances and within the premises and in all school vehicles.

## Non-compliance

Local disciplinary procedures will be followed if anyone does not comply with this policy. Those who do not comply with the smoke free law may be subject to further action.

Sanctions for students caught smoking or in the possession of cigarettes, lighters or paraphernalia pertaining to smoking, or caught in an area with others smoking

- Parents will be informed
- The incident will be recorded
- Students will be informed about the health and legal implications of smoking
- Students will attend a 5pm detention on a Friday
- Students will receive a sanction of Internal Suspension for repeat offences
- Students who continue to disregard the rules may receive a fixed term suspension for a period up to 5 days

## ANNEX A

### Help to stop smoking

The NHS offers a range of free services to help smokers give up. Visit <https://www.nhs.uk/smokefree> or call the NHS Smoking Helpline on for details. Alternatively, you can text 'GIVE UP' and your full postcode to 88088 to find your local NHS Stop Smoking Service.

## 10. Bullying and Racism

### Policy Statement:

It is everyone's responsibility to ensure bullying and racism are prevented, highlighted, reported and robustly dealt with.

In light of this statement bullying and racist incidents are not tolerated. Bullying can be prevented if all members of the school community work together and show support and respect for each other.

### Definition of Terms:

The DfE definition of bullying is 'Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling), indirect (e.g. spreading rumours, excluding someone from social groups), often using social networking media such as text, Facebook and other networking sites.

The Stephen Lawrence inquiry defines a racist incident as 'any incident that is perceived to be racist by the victim or any other person'

Longdean School uses these definitions when investigating and recording incidents of bullying & racism.

### The role of the school:

All students sign a Home School Agreement which states that they should treat all members of the school community with courtesy & respect

Bullying and racism are not tolerated in the school and this is outlined in the school's Positive Behaviour Policy

Educate appropriate use of social networking and e-safety. Issues associated with bullying are addressed across the curriculum and via assemblies

The school offers the services of qualified counsellors to assist students in raising their own self-esteem, both bullies and victims

All incidents of racism and bullying are recorded by Directors of Year and Pastoral Managers

The school will contact and involve parents and other agencies where it feels it is appropriate to do so

The school reports on all bullying and racist incidents to the Trustee Board on a regular basis.

### The role of a Parent/Carer:

Parents/Guardians must discourage their children from using bullying or retaliation at school, home or elsewhere

Parents/Guardians should ensure that their children are using social networking sites appropriately

Parents/Guardians must discourage their children from using language or engaging in behaviour that could be construed as racist

Parents/Guardians should watch out for signs that their child is being bullied or is bullying others

Parents/Guardians should contact the school if they are concerned that their child is being bullied or is bullying others

Parents/Guardians should work with the school to resolve incidents associated with their child and accept advice and decisions made by the school

Parents/guardians must ensure that they use social networking sites appropriately.

#### The role of the Student:

All incidents of bullying and racism must be reported to a member of staff

All incidents of racism and bullying that are reported will be investigated and will be dealt with sensitively, fairly, firmly and promptly

Students must not bully anyone. Do not retaliate or involve other members of the family e.g. siblings

Students must treat all members of the school community with courtesy and respect

Students must ensure that they use social networking sites appropriately.

- end -