

# Longdean School



## Positive Behaviour Policy

<b>Trustee Committee:</b>	<b>School Development Committee (SDC)</b>
<b>Term Reviewed:</b>	<b>Summer 2020</b>
<b>Date Ratified:</b>	<b>July 2020</b>
<b>Next Review Date:</b>	<b>Summer 2021</b>

## **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.

## **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 2019-20, 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

7. 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 pouch.

### **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.
- 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 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 House 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 DOH 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 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 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 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)
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. In House/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. Graduation**

At Key Stage 3, students are part of our graduation process. Throughout Year 7 and Year 8, parents/carers of students who are deemed to have a very poor attitude to learning by their DOH are asked to attend meetings with relevant school staff and members of the Trust Board.

**6.1** The purpose of these meetings is to assist the students in correcting their behaviour. Representatives of the Trust Board 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 Trust Board, as to whether or not they should be directed to our in House 'Hub'.

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

## **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. 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:

**8.1** The source of any abusive messages should be blocked.

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

**8.3** Privacy settings should be configured to trusted sources only.

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

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

**8.5** 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

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

**8.7** 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.

**8.8** 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.



## **9. Covid-19**

The return to school following the covid-19 pandemic means that a number of points now need to be considered, in relation to students' conduct on site. These points are made with the safety and well-being of students and staff in mind. The normal rules, sanctions and rewards will apply, but points specific to this context are outlined below. These points are intended as guidance. They are therefore not exhaustive and situations will still be dealt with on a case by case basis.

**9.1** Students will be given guidance on expectations around how they need to adjust their behaviour. This will come through assemblies, dialogue in class, communication with parents and signage. Having been given the guidance, it is expected that students now incorporate this into their own conduct on the school site.

**9.2** Students are to follow the signage around the school, in closing that which relates to the one-way system.

**9.3** Students must follow any guidance around distancing given by staff.

**9.4** We recognise that sometimes; young people may unintentionally make mistakes over distancing guidance and other aspects of their behaviour that could be deemed 'new'. If a student contravenes the guidance unintentionally, the situation can be dealt with at the discretion of staff, depending on how serious the transgression is. If staff feel that the transgression is serious, then the sanction stages will apply. This may begin at any level from C1-C5. At the minor end of the spectrum, it may be that a conversation will suffice, provided the student is suitably reflective in their response.

**9.5** Should the same apparently unintentional mistake occur as part of a wider pattern, the student will be placed in isolation, on the basis that they are a risk to the wider school community.

**9.6** Deliberate breaches of guidance relating to covid-19 are immediately serious, in that they constitute a health risk to others on site. In such instances, a student will immediately be asked to write a statement over their actions in isolation, where they are liable to remain for the rest of the day. If the breach is deemed to be more serious, then further days in isolation will be undertaken and a fixed term exclusion may be issued.

**9.7** Deliberate coughing or spitting at others, either maliciously or as a 'joke', will be dealt with extremely seriously. This will be regarded as 'assault' and as such, should it be directed at a staff, then the student is immediately liable to receive a C6 sanction. While coughing between students in the name of 'banter' may seem less serious, this can still be regarded as a C5 offence, with sanctions applied accordingly.

**9.8** Students who conduct themselves well in relation to these new guidelines will be praised for their efforts and the same range of positive recognition for behaviour applies, in terms of positive contact with parents, letters and postcards.

**9.9** The normal rules around phone use in school still apply, although at the present time they will be returned on the same day.



# Rewards









Rewards	Behaviour	Reward	
	R1	Good work in the classroom/homework	Stamp in planner (1 House point)
	R1a	30 House points	Bronze Certificate
	R1b	100 House points	Silver Certificate
	R1c	200 House points	Gold Certificate
	R1d	300 House points	Platinum Certificate
	R1e	400 House points	Diamond Certificate
	R1f	500 House points	Headteacher's award
	R2	Student of the lesson	Noted on drop down menu.
	R3	Very good work/ excellent effort No behaviour points in a term	Letter of commendation from the Headteacher
	R4	100% attendance	Attendance prizes, through the 100% prize draw
	R5	Representing the school in extra curricular activities: Sport, Drama, Music, Dance, Public Speaking	School Colours
	R6	Exceptional attainment in a specific curriculum area over the course of the year/time at Longdean.	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> Repeated C2 behaviour. Failure to attend a homework detention. Inappropriate use of technology Rudeness towards a member of staff. Late twice in one week.  <b>C3a</b> Repeated C3 behaviour.  <b>C3b</b> 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.	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