



POLICY DOCUMENT	
Title	Behaviour
Adopted	School
Committee	Achievement & Standards
Approved	Yes
Document	Policy
Review	03/11/2017
Editor	adam.king@longcroft.eriding.net
Status	Published

### **1. Document Rationale:**

The aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in a safe environment. This policy supports all stakeholders to allow everyone to work together in an effective and considerate way and to create a community in which everyone feels safe, valued and respected. To develop a moral framework within which secure and meaningful relationships can flourish and to enable all individuals to develop a sense of self-worth and a respect and tolerance for each other. This should be underpinned by the school mantra of: 'Respect, Creativity, Integrity'

### **2. Scope**

Longcroft School has at its heart a firm commitment to putting the needs of students first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. The Behaviour Policy must be read in conjunction with the Learning and Teaching Policy, Special Educational Needs Policy, Anti-Bullying and Attendance Policy

### **3. Definitions/acronyms**

QA Quality Assurance  
DH Deputy Headteacher  
AHT Assistant Headteacher  
LM Link Manager  
SLT Senior Leadership Team  
CL Curriculum Leader  
YL Year Leader  
CIP Curriculum Improvement Plan  
PLM Pastoral Learning Manager  
CPD Continuing Professional Development  
SEN Special Educational Needs

### **4. Responsibilities**

#### **Students**

Students need to be clear about their roles and responsibilities in and around school to enable the development of positive relationships. Through their positive behaviour they act as ambassadors, representing the School and all it stands for. They should treat staff and students with respect; treat the school environment and the property of others with respect. Follow classroom expectations. Wear correct school uniform and be prepared with the correct equipment for all lessons. Bring to school only those items required by the school day, certainly not illegal, dangerous or valuable items to school. Mobile phones, music players and other electrical equipment are not to be used on school site unless specifically directed by a member of staff (Sixth Form exempt from this in the Sixth Form Social Area).

Out of school activities form part of the extended curriculum and are therefore subject to the same standards and expectations as the classroom.

**Travelling to and from school:** students are expected to behave in an orderly manner and be respectful to each other and members of the public.

Uniform is to be worn as per school expectations unless otherwise directed.

**Students bringing items into school:** Students should bring to school only those items required during the school day. Other items may be confiscated and retained either until the end of the day or in some cases until a parent can collect them. We reserve the right to search pupils if we suspect that they might be carrying inappropriate items or substances. If inappropriate, parents and/or the police will be informed and/or involved.

All members of staff have a responsibility at all times to ensure students are adhering to the behaviour expectations of the school both in and out of classrooms. Students contravening school expectations should be challenged and, if appropriate, action taken and recorded on SIMS.

Training for Support Staff directly associated with learning will be developed to enable a whole school approach to behaviour expectations.

### **Form Tutor**

Form Tutors are the first members of staff most students come into to contact with each day and as such play a vital role in establishing positive behaviours for the rest of the school day. They monitor and celebrate achievement. In addition to completing the register, the form tutor ensures students are on time and correctly dressed and equipped for the school day.

Uniform, punctuality and attendance are monitored on a daily basis. Planners, in main school, will be checked weekly and equipment checks carried out regularly. Students contravening school expectations will be challenged and, if appropriate, action taken. Form tutors should also monitor their form's red flags and attendance patterns and, where there are concerns, contact home and inform their Year Leader.

### **Year Leaders**

Year Leaders take an overview of the progress and behaviour of their year group, liaising with form tutors, classroom teachers and Pastoral Managers to ensure that the sanctions systems are implemented equitably. They monitor their year group's red flags, attendance and celebrate achievements, initiate student monitoring and mentoring, Individual Behaviour Plans and Pastoral Support Plans, liaising with Pastoral Managers, the Special Educational Needs Co-ordinator, Curriculum Leaders and outside agencies where necessary. This role is integrated with their wider role of academic monitoring to ensure that behaviour is not impeding the learning of students. The Year Leader is also responsible for the Monitoring, Evaluation and Support of behaviour systems within the form tutor team. They are expected to liaise with the Welfare and Attendance Manager and attend the Inclusion Hub and Key Stage Hub meetings to discuss student progress and well-being.

### **Pastoral Managers**

Pastoral Managers assist in ensuring that a caring, enthusiastic and orderly environment is fostered around the school to enable students to learn. They meet with Year Leaders and assist them in ensuring that rewards and sanctions systems are implemented equitably around school. They liaise with Year Leaders, Curriculum Leaders, SENCO, Personalised Learning Manager and the Educational Psychologist to provide intervention where patterns of behaviour are emerging or where behaviour has resulted in a student being placed in the Isolation Room. They co-ordinate the recording of behaviour issues through the Year Leader bulletin. They follow the Isolation Room protocols as far as possible and ensure that sanctions and rewards systems are fully implemented and details recorded on SIMS.

### **Curriculum Leaders**

Curriculum Leaders take an overview of the progress and behaviour of their Curriculum Area, liaising with classroom teachers, Year Leaders, Pastoral Managers, Personalised Learning Manager, SENCO and SLT to ensure that rewards and sanctions systems are implemented equitably. They intervene where patterns of behaviour are emerging and provide support for members of their Curriculum Area should the need arise and ensure details are recorded on SIMS. The Curriculum Leader is also responsible for ensuring isolation and exclusion work is set for students, high quality work is set for personalised packages, setting up and monitoring the Curriculum Support Timetable and the Monitoring, Evaluation and Support of behaviour systems within the curriculum area.

### **Classroom Teacher**

Classroom teachers provide a caring, enthusiastic and orderly environment for student to learn. As always, structured, relevant and challenging learning supported by clear expectations, encouragement and praise are most successful. Where underachievement exists the Class Teacher is responsible for initial Wave 1 strategies to address the issue.

Teachers will follow the planning lessons framework, provide students leaving their lessons for a legitimate reasons with a pass and ensure that the sanctions and rewards systems are fully implemented and in their classrooms and details recorded on SIMS.

### **Special Educational Needs Co-ordinator and Welfare and Child Protection Co-ordinator**

The School Special Needs Co-ordinator (SENCO) and Welfare and Child Protection Co-ordinator work together with Year Leaders, Personalised Learning Manager and Pastoral Managers to identify students who need further support due to their behaviour and facilitate its provision. They liaise with outside agencies, making sure all efforts are made to ensure that students are included and supported in their education at Longcroft School. Students should also be discussed at the Inclusion Hub Meetings where additional advice and support is required.

#### **Assistant Headteachers, Directors of Key Stage KS3 and KS4**

The Assistant Headteachers monitor their specific Year leaders and the Pastoral Managers to ensure that there is good communication and all systems are as far as possible are providing a caring, enthusiastic and orderly centre of learning and social, personal and spiritual development. The Assistant Heads will discuss all exclusions, managed moves and other extreme behaviour matters relating to their year groups with the Assistant Headteacher, Director of Inclusion, the Headteacher or the next most senior teacher in the school and liaise with outside agencies where necessary. They will oversee the quality assurance of the Individual Behaviour Plan and support the Year Leader with specific strategies.

#### **Assistant Headteacher, Director of Inclusion**

The Assistant Head will host meetings to ensure that there is good communication and all systems are providing a caring, enthusiastic and orderly centre of learning and social, personal and spiritual development. The Assistant Head will be aware of all school exclusions, managed moves and other extreme behaviour and when necessary will liaise with outside agencies.

The Assistant Head will also liaise with the Assistant Head KS3 and KS4, year leaders, SENCO, Pastoral Team and outside agencies to monitor behaviour and identify those students who may benefit from Alternative learning Packages or Managed Moves.

## **5. Procedure**

### **Rewards**

Whenever possible students are encouraged and rewarded. A rewards/sanctions ratio of at least 5:1 is an indication of an effective rewards and sanctions system. Students thrive on praise and this is recognised through our reward system which offers the opportunity to reward students for exceptional work, progress or behaviour, making a contribution to the community and participating in extra-curricular activities. In addition to verbal praise in and out of lessons, specific letters of praise that can be sent via the school offices and through text messages. Also in the form of Green Flag letters at Key Stage 4. The following formal system is in operation:

### **VIVO Miles – Credit Card Reward System KS3**

Vivo Miles is the national school rewards platform 'Vivos' will be awarded in line with the school's rewards policy and redeemed against relevant rewards. This is designed to support student recognition, increase student engagement and drive positive learning outcomes. Students will be able to visit the online shop and redeem their vouchers for a selection of goods or vouchers. There are also specifically tailored rewards that appeal to a range of ages.

Students will be rewarded for effort, achievement, attitude to learning, attendance and extra-curricular and community involvement. Students are rewarded in assemblies for an accumulation of their VIVO points, postcards are sent home congratulating students and Tutor Groups are updated weekly with student totals so celebration of success can be shared.

Attendance certificates are awarded every half-term for 100% attendance in 1 half-term.

### **Sanctions**

Responsible behaviour is the expected norm and is encouraged at all times in and outside the classroom. Students who display behaviours which do not fulfil their responsibilities are dealt with firmly and fairly. For low

level disruption in classrooms or around school students can be reported on SIMS via the electronic registration system.

Codes:

### **Referral for serious behaviour**

More serious incidents should be reported using the referral system. These referrals will be directed to the relevant Year Leader or Curriculum Leader and action taken accordingly. If the behaviour takes place in a lesson the member of staff may send the student to Curriculum Support or, in more serious incidents, ask another student to go to reception and request the presence of a senior member of staff or a member of the Pastoral Team.

*(please see Appendix Sanction process flow diagrams and guidance)*

### **School Detention**

Individual teachers or Curriculum Teams are free to run their own detention systems as seen fit by the Curriculum Leader.

However, there is also a centrally-run system (which operates slightly differently on each site).

#### **Upper School/Lower School**

SLT detentions run daily in Room 1 and twice a week in in Lower school in B17. There are two routes to a pupil being issued a detention.

1. 3 x SIMS flags or 1 X CS code flag on SIMS, there, the pupil will be given their detention letter in the detention. Afterwards, a text/e-mail is sent home to inform parents.
2. Pastoral hold a 'one-off incident' register for pupils who have a one-off issue (perhaps a cross on a daily report). No further communication home is given in this instance.
3. Failure to attend a lunchtime detention may result in isolation.

### **Isolation Room**

The Isolation Room is the school's most severe level of sanction before fixed term exclusion. It aims to include students in school rather than exclude them. This can also be used as an Internal Exclusion Room. Students are removed from the class learning environment and placed in a silent environment to reflect on their actions and work for a specified period of time as punishment. Students will only be placed in the Isolation Room by Curriculum Leaders, Year Leaders, Pastoral Managers and members of the School Leadership Team. Attendance in the Isolation Room is logged on SIMS and the Isolation Room protocol must be followed at all times. Students may also be booked into the Isolation Room as a sanction and as part of a personalised learning package. Appropriate work must be set by the classroom teacher that will provide relevant work so that the student is able to make progress in line with their ability.

### **Fixed Term Exclusion**

Serious misbehaviour could lead to fixed-term exclusion from school. Examples of such behaviour include:

- Any form of bullying
- Racial or sexual abuse or any form of harassment
- Intolerance of disability
- Aggressive behaviour, swearing or making threats
- Misuse of ICT equipment including the Internet and mobile phones
- Failure to tell the truth
- Defiance or disrespect
- Theft or dishonesty
- Illicit selling of goods
- Behaviour which endangers people or property
- The carrying of weapons
- The possession or use of drugs, including alcohol or cigarettes
- Damage
- Disruption to the education of others
- Persistent failure to abide by school uniform expectations
- Bringing the school into disrepute, including during visits, lunchtimes, travel to or from school

- Presenting a significant risk to the health and safety of other pupils.

### **Sixth Day External Provision requirements**

Serious misbehaviours requiring periods of fixed term exclusion longer than five days consecutively are arranged with a five day provision partner school or in a safe place of learning as organised by the school's Personalised Learning Manager. Students falling into this category are required to spend any consecutive exclusion period longer than five days at the provider after the fifth day. Arrangements are made for work to be provided by school and travel arrangements are the responsibility of parents.

Repeated and/or more serious misbehaviour could lead to permanent exclusion

### **Supporting students and monitoring their behaviour**

Clear notices of expectations, rewards and sanctions are displayed in classrooms, corridors and other public areas in order to ensure students are aware of their responsibilities.

Positive behaviour strategies that encourage students to make the right choice are to be used where possible. For low level disruption the 'first', second, third movement out' system. Logging a cause for concern on SIMS or Curriculum Support can be used should students choose not to modify their behaviour. For extreme cases such as offensive language or extreme disruption, students should be directed to a member of the pastoral team or a senior member of staff.

A coloured report sheet system is operated with white, green, amber and red reports representing different levels of concern about a student's behaviour. Clear targets are set for each registration and lesson and, should it be necessary, targets for break and lunch time. Students have their report cards signed by a member of staff at each session and the report is then signed by the parent and the person responsible for monitoring them. Note should be taken of any SEN needs prior to students being placed on report. Where there are concerns consultation should take place with the SENCO.

Students needing additional support may be placed on an Individual Behaviour Plan or a Pastoral Support Plan. These are aimed at identifying strategies that will help remove barriers to learning; supporting the student to make progress and achieve their potential. This may also involve multi-agency working to ensure a team is working around the students with the support of parents and or carers. (Appendix 1 – Behaviour Strategies Flow).

**Restorative Meetings** – these are encouraged between student peers and between staff and students. All staff are encouraged to support this when appropriate in order to restore an climate of mutual respect and support.

## **6. Performance Review**

The policy, and its effectiveness, will be the responsibility of the AHT QA, SLT, LM, CL's YL'S Pastoral Manager. The QA, will examine available reports, data and procedures to ensure policies are implemented accordingly. Periodic items will appear under a standing item on the SLT agenda's to discuss specific attendance issues and confirm the effectiveness of all policies. Where there are shortfalls these will be discussed with the relevant manager until resolved.

This policy will be reviewed by SLT by December 2015

## **7. References**

N/A

## **8. Appendices**

1. Behaviour Strategies Flow
2. Protocol for Exclusions
3. Anti-bullying Policy
4. Exclusions from Schools, Academies and Pupil Referral units in England 2012 (DFES website)

**9. Training**

All staff will be reminded of the procedures through staff handbook and yearly update at the beginning of the academic year. New staff will also be provided with relevant information and guidance.