POLICY DOCUMENT	
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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. There are 5 simple rules for students to follow at Longcroft, these ensure total clarity of expectations for all stakeholders.
1 – Follow the instructions of all immediately
2 – Treat other people as you would like to be treated
3 – Respect our school environment
4 – Comply with our rules as they are for your safety
5 – Be proud of Longcroft School – Promote a positive image of our school.
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 students are in the designated areas or specifically directed by a member of staff (Sixth Form exempt from this in the Sixth Form Social Area).
If a student is caught with their mobile phones outside of a designated area or time then they will have to hand their phone into Pastoral. If they are caught three times in a half-term then a parent will have to come in and collect the phone from school. If a students is found in possession of an e-cigarette or cigarettes then these will be confiscated and a parent will have to come in and collect them.
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. Students who choose to bring in inappropriate items will be given a sanction decided by Longcroft. 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 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.
Form Tutors should communicate with students when they are issued with a detention by checking their register every AM registration. Failure to do so may result in being place in pathway 3 or 4 in the Appraisal system.

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.

Assistant Headteacher of inclusion, Special Educational Needs Co-ordinator and Welfare and Child Protection Co-ordinator

The Assistant Headteacher of inclusion, 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 Headteacher of Behaviour and Attendance

The Assistant Headteacher of Behaviour and Attendance will monitor Year leaders and the Pastoral Mangers 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 Headteacher will discuss all exclusions, managed moves and other extreme behaviour matters relating to all year groups with the Assistant Headteacher 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 Headteacher of Behaviour and Attendance, 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. <u>Procedure</u>

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 additional to verbal praise in and out of lessons, specific letters of praise that can be sent via the school offices and through text messages and the app. 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 Progress Update and achievements are celebrated fortnightly in assemblies
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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:
RF: for all misdemeanours with a brief description except homework
When issuing a flag for equipment please check in previous lessons during that day if they have been given a red flag for this. If they have then do not issue another flag for the same sanction regarding equipment.
EXW: No homework or incomplete
CS: Curriculum Support issued = A lunchtime detention
4 red flags in a week = a lunchtime detention
6 red flags in a week = a lunchtime detention
8 red flags in a week = a lunchtime detention
10 red flags = a period of time in isolation
Detentions
Individual teachers or Curriculum Teams are free to run their own detention systems as seen fit by the Curriculum Leader.
Choosing not to attend a lunchtime detention = an after-school detention until 4:20pm in the Upper School Canteen.
Choosing not to attend an after-school detention = a Headteacher's detention until 4:45pm in the Upper School Canteen.
Choosing not to attend a Headteacher's detention = a day in isolation and completion of the Headteacher's detention until 4:45pm that day.
All parents will be informed via text/app if your child has been issued with an after-school detention with 24 hour's notice.

Managing behaviour in the classroom:
1 - **Verbal warning** given for the behaviour choice of the individual and the teacher must warn what will happen next.

2 - **Name written on the board** or other strategy employed, **the student must be made aware of this**.

3 **– Red Flag issued** if the behaviour choice is demonstrated again and **moved within the classroom** if possible. This is **communicated with the student** by ticking the students name on the board or other strategy employed but **the student must be made aware of this**.

4 – **Student is told to leave the classroom for 2-5 minutes**, if behaviour is demonstrated again to think about their choice of behaviours and give them time to reflect. Student is told that they have two choices either a CS and a lunchtime DT or come back into the classroom and meet expectations.

5 - If the student comes back in and demonstrates poor behaviour choices again they are sent to CS. **WORK MUST BE PROVIDED AND BE EXPLICIT IN WHERE THEY NEED TO GO**.

Red flags/CS and On-Call must all be added to the SIMS register when issued
Some students see their name being written on the board as a 'badge of honour'. Therefore other strategies can be employed but these must be communicated effectively with the student.
If it is found that staff haven't followed the process above it may result in them being placed on Pathway 3 or 4 of the Appraisal system

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 should send the student to Curriculum Support or, in more serious incidents, ask another student to go to reception or pastoral or ring and request the presence of the member of SLT who is 'on-call'.
(*please see Appendix Sanction process flow diagrams and guidance*)

Isolation Room
The Isolation Room is the school's most severe level of sanction before fixed term exclusion. 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 Senior 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. *Work will be made available to students throughout the time they spend in isolation.*
When in isolation the following rules will be applied:

The highest standards of behaviour will be upheld at all times within the isolation room
- *Take out your planner and any other equipment you need to work in isolation, then place your bag and coat on the hooks by the entrance*
- *Present your planner and equipment to the member of staff and ensure that your uniform is correct. Wait to be allocated to a seat*
- *Mobile phones must be switched off and left with the member of staff*
- *During isolation you are expected to work at all times*
- *The toilet is regularly checked. If you are found to have consciously created a mess or caused damage in the toilet room, you will be excluded immediately and repairs to damage will be charged for*
- *Students are not allowed to ask questions other than about work*
- *No eating or chewing*
- *Clean up your area before you leave*

Things that will lead to further time spent in isolation
- *If you receive 6 warnings throughout the day*

Things that will lead to an exclusion
- *Graffiti in your booth or severe disruption*

Breaktime: *10:30-10:45, this will be brought to you*
Lunchtime: *12:10-12:40. Lunch will be collected from the canteen and consumed in Isolation.*

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.

A reintegration meeting of the student may take place after an exclusion and Parents/Carers must be present if this is required. Following an exclusion a student will be placed on *daily* report, usually to their Form Tutor in the first instance with targets agreed by the student, parent/carer and the member of staff leading the reintegration meeting if this takes place. This will be reviewed after 2 weeks of report. When students return from an exclusion as part of their reintegration they will spend a full day in isolation.

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

Expectations:

- Welcome students into your classroom
- Students line up outside of your classroom if you are not there when they arrive
- If a student arrives 1-2 minutes late please use your professional judgement. Very rarely are full classes of students late without excuse.
- Students remove all coats/GCSE PE sweatshirts
- Bags are on the floor under tables
- Planner is out on the table with other required equipment
- When giving a sanction the behaviour pathways are followed **consistently** for **all students** (these were communicated on the first training day in September):
- When dismissing students please ensure that they are stood behind chairs and leave when dismissed

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 a 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)
5. Behaviour Pathways – Shared with staff during INSET Training September 4th 2017

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.

The policy/strategy will be reviewed in the final academic term in 2017-2018.