



POLICY DOCUMENT	
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1. Document Rationale:

This policy will help to ensure the highest standards of behaviour at Longcroft School. Longcroft believes that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Good behaviour is expected, it is based on mutual respect and is fundamental in promoting a culture of high expectation and achievement. It directly affects our ability to succeed as individuals within school but also within society. 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.

The new behaviour strategy will successfully address or improve a number of areas:

- Provide, much greater understanding of the protocols of the schools' behaviour management system for students, parents, teachers and governors.
- Ensuring that all students, regardless of ability, age and gender are involved, whenever possible in the process of praise, recognition and rewards.
- Supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should no longer have to suffer low level disruption.
- Making the school cleaner.

To ensure that the policy is successful it must be applied consistently with commitment from all to staff to work within the agreed framework.

Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

All staff across the whole school must look to recognise, praise and reward all students as a matter of agreed policy whenever it is possible to do so.

Staff must also understand the importance of operating within the recognised framework for sanctions. The phases of classroom misdemeanours must be individually worked through in a logical manner.

To allow the system to be successful the following must be understood by all concerned. When a particular misdemeanour takes place (unless Reasonable Adjustments are made) an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.

Where a child or young person is covered by SEN and Disability Code of Practice 2015, reasonable adjustments and targeted support should be considered as part of SEND planning and review as required under the Equality Act 2010.

The Equality Act 2010 states that:

'All providers must make reasonable adjustments to criteria and practices for SEND pupils'

And

'When an action is a consequence of a disability a child must not be punished for it'

In terms of PD for SEND pupils the sanctions are consistent with that of Non-SEND pupils with perhaps some reasonable adjustments to the length of isolation time or place of isolation.

The biggest consideration for reasonable adjustments needs to come in the process to the sanction. As stated above no pupil should receive a sanction for something which is a direct consequence of their disability.

For example, if a pupil does not complete their work due to an SEND need then this should not be receive a sanction. Instead a consideration of the child's needs, the appropriateness of expectations and level of differentiated provision should be considered.

If the same child is not doing work due to chatting to a friend or not behaving appropriately then a sanction is acceptable.

Information on Additional Needs Plans should be taken into consideration when identifying appropriate reasonable adjustments for SEND pupils to try and ensure that their specific needs do not lead to them being disproportionately disadvantaged. Generally this is for the process rather than the sanction, as the sanction is consistent for all students.

Members of staff who 'opt-out' of the agreed framework/policy could be placed on pathway 3 or 4.

With enthusiasm, commitment and team-work in its truest sense there is no doubt that we can make this system work for us.

5 School Rules

- 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

POSITIVE DISCIPLINE

Rewards

Wherever possible students are encouraged and rewarded. Students thrive on praise and this is recognised through our reward system which offers the opportunity to reward students for a variety of achievements including:

- Verbal praise
- Stamps
- Postcards and phone calls home
- Attendance incentives
- Celebration assemblies
- End of Term rewards
- End of Year reward trips

Use of the Student Planner

The planner is key to ensuring that PD is successful. The planner must be in possession of the student during all lessons and registration periods. If a student does not have their planner they will be issued a daily planner sheet that must be copied up into their planner. If a student forgets their planner for a second occasion in a half-term then they will be placed in isolation until the planner is returned.

Parents will also have a key role in monitoring their child's planner. Parents will be able to track the number of rewards and comments their child has received on a daily basis. Parents are expected to sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the planner to communicate with us when necessary.

Form Tutor monitoring

Within Longcroft the planners will be monitored each week by the Form Tutor. When monitoring student planners. Form tutors are looking to identify or confirm a number of points:

1. That the planner is free from graffiti and is being kept in a tidy manner
2. Homework details are being recorded in sufficient detail
3. Monitor parental comments and ensure that they are responded to in an appropriate manner
4. In order to communicate as form tutors to parents upon any school-based issue which they feel would be best communicated through the planner
5. In order to monitor rewards and sanctions

Using the planner

Planners are a crucial piece of equipment at Longcroft and support the students in being organised and responsible for their own learning. It is also the main form of communication between home and school – informing parents about rewards, sanctions and other events. Students are given new planners at the start of the academic year and if they are subsequently lost the students are expected to buy a replacement (currently priced at £5).

Students are given the following guidance on planners by Form Tutors

- Planners must be in Longcroft every day. If a student arrives to registration or a lesson without a planner the member of staff should send the student to Pastoral.
- On the first occasion each half term, their Form Tutor/Pastoral will issue a daily planner sheet – any comments or stamps will be transferred into the students planner the following day by the student.
- If the student then forgets their planner for a second time in the same half term they will be placed in isolation until the planner is in possession of the student.
- Planners must be signed every week by someone at home, the student and the tutor. If planners are not signed then a comment will be issued.
- If pages are torn out of planners or attempts to cover up any comments by staff, staff will contact Year Leaders and a sanction will be issued accordingly. Parents are not permitted to cross out comments that they do not agree with.
- If a student refuses to hand over their planner, staff will inform the Year Leader/Pastoral and isolation will be issued as this will be seen as defiance.
- No personalising of the planner will be allowed. Pages must not be folded over. The planner should be carried in the student's bag not in a pocket.
- At the beginning of each lesson, students will take out their planners. Students who have not brought their planner should be immediately referred to Pastoral.

Positive Discipline Process

Phase 1: Verbal Warning

It is anticipated that many students will receive the occasional VERBAL WARNING in their time at Longcroft. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

- i. To indicate to students that they have done or are doing something which is unacceptable
- ii. To form a link to the more serious PHASE TWO – SECOND WARNING if it is required.

The words 'VERBAL WARNING' will be used by the member of staff, at which point the member of staff will take the students planer and place it on the teacher's desk.

The VERBAL WARNING should not be given as a blanket warning to the full class.

Phase 2 – Comment issued in planner (C1)

A student who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE 2 and receive a comment in their planner. The member of staff must write in the date, behaviour code,

brief comment and initial it. Students will move straight into PHASE TWO for homework, coursework, uniform, chewing and equipment misdemeanours.

Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING.

Phase 3 – 2nd Comment issued in planner (C2) and moved within the classroom.

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL WARNING and a comment in the planner. Such behaviour will result in the student moving into PHASE 3. Again, the onus here is on the class teacher trying to retain control of their own teaching groups. Student will be moved to another area if the room as the first part of the sanction.

The first three phases are very much seen as classroom-based strategies.

Phase 4 – CURRICULUM SUPPORT (CS) Student moved within subject area

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage. The member of staff will select the behaviour tab 'Curriculum Support' in SIMS and click unresolved. They will also write in the planner where they wrote the 2nd Comment CS issued.

Alternatively, it may be that a child behaves in such an unacceptable way they the teacher chooses to move straight to PHASE 4. Though there is always the possibility of this occurring, Longcroft strongly supports the importance of working through the phases in a staged manner whenever possible. The student will be issued with a 'Yellow-Card'. Staff issuing the card must write on it what room they have to go to, the date and time and provide the student with work. The receiving member of staff must ensure that the yellow card is disposed of on arrival.

Each curriculum area will need to plan a timetable through the course of each week which will ensure that for each lesson of the week there is a colleague who is identified as being nominated Curriculum Support.

The main emphasis in term of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:

- i. Such teachers are likely to have curriculum responsibilities;
- ii. The groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered PHASE 4 is likely to have caused considerable disruption and inconvenience. Consequently, **they should be received in an appropriately severe manner.** The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

If a student fails Curriculum Support they will be issued with a Red Card and spend 5 periods in isolation.

Phase 5 - Isolation

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area.

Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.

The level of commitment displayed by the student will be recorded on the Electronic Isolation at the end of day and any written warnings will be recorded.

If a student is in isolation twice in a two-week period then they will supported by their YL, Pastoral Team or SLT. Whenever possible all students in isolation will be seen throughout the day for a mentoring session.

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 4 Written warnings throughout the day

Things that will lead to an exclusion

- Graffiti in your booth or severe disruption
- Failing to enter isolation

Break time: 10:30-10:45

Lunchtime: 11:50:12:05

Phase 6 – Contract

Student will be placed on CONTRACT following: TBC

Students will remain on contract until they have had 10 'clean days' in a row.

- 2 OCCASIONS OF BREAKING A CONTRACT IN A DAY = A DETENTION
- 3 OCCASIONS OF BREAKING A CONTRACT IN A DAY = ½ A DAY IN ISOLATION
- 4 OCCASIONS OF BREAKING A CONTRACT IN A DAY = FULL DAY IN ISOLATION
- If a student loses their contract then they will be placed in isolation for the full day.

Phase 7 – Fixed Term and Permanent Exclusion

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE 7. Fixed Term Exclusions are issued as a final resort to highlight the severity of an incident or a student's cumulative behaviour.

Following an exclusion a reintegration meeting may have to take place and a day of isolation will be issued for the student's first day back in school.

Detentions

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

- Failure to attend a lunchtime detention = an after-school detention until 4:20pm in the Upper School Canteen.
- Failure to attend an after-school detention = a Headteacher's detention until 4:40pm in the Upper School Canteen.
- Failure to attend a Headteacher's detention = a day in isolation and completion of the Headteacher's detention until 4:40pm 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.

Late's Detentions

If a student is more than a total of 20 minutes late for their lessons and registration periods in a week then they will have to attend an after-school detention. These are held on a Tuesday and the student will be kept for the amount of minutes late they were to lessons and registration periods the previous week. If a student fails to attend a late's detention then they will be issued isolation periods 4 and 5 the following day and complete the late's detention the next day after school.

Positive Discipline Lesson

Formal guidelines for the structure and content of PD lessons will be issued

A timetable for PD lessons for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.

Guidance for referring students to the Leadership Team

- No more than two students should be sent during any one PD lesson to the US canteen
- Students should be sent individually and must always carry their Student Planner
- Students could be sent for any of the following reasons:
 - They have successfully achieved a level certificate
 - They have established 4 weeks of no comments
 - They have performed outstandingly in anyway which the tutor feels needs to be brought to the attention of SLT
 - There is clear evidence of under-performance
- Where there is evidence of excellent achievement a Leadership Stamp will be awarded by the member of the Leadership Team. Where a student's performance is exceptional the Leadership team will refer the student to the Headteacher who will award a Headteacher's stamp.

PROTOCOLS

At the start of all lessons students should get out planners and equipment then sit down. This is designed to take conflict away from situations.

With regard to students who are not doing as they are told, in order to clarify what is defiance we should use the following phrase/words: "You have 10 seconds to do as you are asked and if you do not I will have to issue you with an isolation".

Mobile phones/smart watches. These should only be seen at the agreed times throughout the day. If they are seen outside of these, ask the student for it. If they refuse to hand it over after you have given them 10 seconds, they will be placed in isolation. Any mobile phone that is confiscated should be given to Pastoral and the student will pick it up at the end of the school day. If a student has their phone taken from them on 3 occasions in a half term then parents must come into Longcroft to pick the phone up.

During registration or lessons any student who does not have their planner or their correct uniform should be referred to the Year Leader and Pastoral who will pass it onto the member of staff on call.

Uniform

If a student is not meeting expectations on Uniform but can correct it they will be issued a comment. If a student cannot correct their uniform they must be referred to their Year Leader/Pastoral who will issue them with isolation. The student will be in isolation until the uniform meets expectations.

Students out of lessons

If a student is out of lessons then they must have a note with them from a member of staff. This note should be in the student's planner and the planner should be carried with the student at all times.

Never send out more than one student at a time unless there is an emergency.

Behaviour off school premises

Teachers are able to issue sanctions to students for misbehaving outside of the school premises.

Teachers may discipline students for misbehaviour off the school premises when the student is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity

- In anyway identifiable as being a student at the school

Items banned from the school premises

Fire lighting equipment

- Matches, lighters etc

Drugs and smoking equipment

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicine procedures

Weapons and other dangerous implements or substances

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser Pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Chewing gum
- Caffeinated energy drinks
- Offensive materials

CONFISCATION OF INAPPROPRIATE ITEMS

All members of staff are able to use their power to search without consent for any of the items mentioned above.

Searches will be conducted by a same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to students.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol or illegal drugs), from the school office.

The Headteacher will always be notified when any item is confiscated.