



# Behaviour & Discipline Policy

|                             |                         |
|-----------------------------|-------------------------|
| <b>Current status:</b>      | Approved September 2022 |
| <b>Date of next review:</b> | September 2023          |

|  |               |
|--|---------------|
| <b>Other related policies:</b>   | Safeguarding. |
| <i>This policy recognises and responds to obligations under the Equality Act 2010.</i> |               |

## Mission and Values

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

*“ As free make I thee as heart may think or eye might see.”*

We encourage, celebrate and reward:

- **Acts of great heart:** The human qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.
- **Acts of great thought:** Academic success or excellence. The production of outstanding classwork, homework or impressive thinking in class.
- **Acts of great vision:** Demonstrating readiness for the future by developing the skills and qualities that will lead to success in life beyond school.

## Principles

Longcroft School is committed to developing each member of our school community to their fullest potential, within the context set out in our mission statement. We believe that an ordered working environment, underpinned by good behaviour, is an essential prerequisite to effective teaching and learning.

We also believe that positive personal relationships based on courtesy, co-operation and mutual respect are essential both to the smooth running of the school community and to the security, well-being, and fulfilment of the individuals within it.

Students should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are recognised and celebrated.

## General aims

We aim to ensure that:

- all pupils accept responsibility for high standards of behaviour, and are aware of the expectations for courtesy, respect and co-operation required by the school.
- all staff take responsibility for creating the conditions for the highest standards of behaviour, modelling our expectations of the community at all times. We will deal firmly with any misbehaviour.
- all parents/carers support the school in these aims and support their children in meeting the expectations that flow from them.

With the support of parents/carers, we aim to ensure that:

- pupils/students are clear that **they** make a **choice** when deciding how to behave and understand the implications of poor behaviour choices on their own and others learning.
- pupils/students take responsibility for their behaviour both in school and within our local community and never seek to bring the schools reputation or that of other pupils/students, staff or parents/carers into disrepute through their words or actions.

## Introduction

Longcroft School seeks to provide an ordered and secure environment, based on good behaviour, and underpinned by courtesy, co-operation, and mutual respect. Expectations of pupils are set out in the Code of Conduct, which all staff and pupils are made aware of. Expectations of staff are set out in the Staff Handbook which is updated annually.

Where there is non-compliance with reasonable expectations, sanctions are used where necessary. Key to the School's approach, however, is to build on our mission statement, to 'ensure our actions are worthy of great heart, thought and vision'.

For effective teaching and learning to take place, the school sees good behaviour in all aspects of School life as fundamental. It seeks to create a positive, ordered environment: -

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect, seeking fair treatment for all;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive partnership with parents and carers in the implementation of the school's policy and procedures.

The Head is responsible for policy and procedures. Implementation and day-to-day management is a key responsibility of all staff. Mutual support amongst all staff in the implementation of the policy is essential. Support for staff faced with challenging behaviour is a particular responsibility of Heads of Department, Heads of Care and Achievement co-ordinators, Heads of School and the Headteacher.

Everybody who is part of the school community – pupils, parents, teaching staff, support staff and volunteers – are responsible for implementing School policy and procedures consistently and fairly so as to set high standards of behaviour, support pupils in reaching the School's expectations, and create a high-quality learning environment where children can thrive.

The school seeks to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. The school also seeks to ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have opportunities to raise with the School any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour and are made fully aware of the schools' procedures and expectations.

### **Positive Discipline: Acknowledging and rewarding positive behaviour.**

At Longcroft School we aim to create a positive and motivated atmosphere, within which pupils can take pride in what they do. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, pupils will work harder and take more pride in themselves and their community.

To promote this aim and to create a positive school community we have developed a comprehensive rewards system:

- To promote a positive ethos through a culture of praise.
- To motivate and encourage pupils.
- To recognise pupils' effort and achievement.

- To recognise and reward pupils' contribution and commitment to the school.
- To develop self-confidence, self-esteem and promote personal development.
- To develop and foster positive working relationships between pupils and staff that are:
  - Equitable and inclusive
  - Fair and consistently applied
  - Easy to use and understood by all

It is important that the demonstration of our school values through good character, good academic work, effort and behaviour are recognised and rewarded whenever possible.

The vast majority of our pupils are generally well behaved and work hard to achieve. It follows from this that the number of pupils receiving recognition and reward should always be far greater than the number receiving sanctions. Almost all pupils respond to regular praise and encouragement. They like to know they are doing well.

Praise, encouragement, and reward will take many forms and includes:

Verbal praise - Use of verbal praise is a constant feature in our interactions with young people in all areas of the school and in lessons. It is an essential foundation for building positive relationships and promoting good, respectful and courteous behaviours.

Written praise – Positive approval and recognition through a written note or comment in exercise books or pupil planners etc. Use written praise as often as possible in line with whole and department marking policies.

ClassCharts rewards platform - The school has a comprehensive electronic system for rewards aligned to our values which should be regularly used for **all** pupils. This is essential in providing a common vocabulary for our community in relation to behaviour and reinforces our high expectations of each other. Pupils can use their class chart merits to spend on the classcharts reward app.

Display – We aim to make full use of display boards in classrooms and corridors to display good work. Younger pupils and older pupils alike take pride in seeing their work on display, and this acts as an incentive to produce work of a high standard.

Showing of work – Teachers and support staff should bring particularly good pieces of work to the attention of the Subject or Curriculum Lead / Form Tutor / Head of Care and Achievement / Senior staff / Headteacher to give appropriate praise.

Subject postcards and certificates – Individual departments are encouraged to provide their own additional rewards – e.g. postcards sent home; certificates presented in Assembly.

Formal Awards – Awarded at our presentation events as a public recognition of sustained achievement, progress, or all-round contribution to the life of the school.

Celebration Assemblies – In addition to celebrating great acts of heart, thought and vision in regular assemblies, each term our Year Teams will lead rewards assemblies in recognition of the hard work, positive behaviour and attitudes to learning that their Year Group have demonstrated.

End of Year Trips – Pupils who behave well and work hard to meet our school expectations will earn the opportunity to be a part of our end of year rewards trips/events.

## **Expectations of Behaviour: Code of Conduct**

This is issued to pupils and parents on entry into the School. A summary is in the Pupil Planner and a copy is in the Staff Handbook. The basis of the Code of Conduct is mutual respect and alignment with our school values. It is a core belief that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning.

To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other
- Build pupil confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

We will **not accept** the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism and damage to school property
- Refusal to follow the direct instruction of members of staff

If unacceptable behaviour is repeated, the school will:

- Continue to challenge the behaviour in line with this policy
- Explain to the child / family what we find unacceptable and why
- Explore with the child how they could have behaved differently
- Try to find out why they are behaving this way
- Work with parents and external agencies where necessary
- Use the sanctions outlined, ensuring that justice, reconciliation and the restoration of positive relationships are at the heart of what we do.

## **Pupil Code of Conduct**

### **Follow the instructions of all adults at Longcroft immediately**

- If you are asked to do something by an adult, there will be a reason for this and it needs to be completed immediately, without challenging or questioning – failure to do so is defiance.
- If you do not understand why an instruction has been given, you must still follow that instruction, but ask an adult to explain at an appropriate time.

### **Treat other people as you would expect to be treated yourself:**

- Work hard and join in your lessons
- Arrive on time
- Have all the relevant equipment for each lesson
- Don't disrupt or distract in lessons – this is disrespectful to staff and pupils
- Only use respectful and appropriate language
- Do not bully, harass or discriminate against others
- Report incidents that you know are wrong to an adult
- Respect everyone and everything

### **Respect our environment**

- Move around the site in a safe way as directed by any signs
- Only eat food in designated areas and use bins provided
- Always return equipment you have used to its proper place
- All mobile phones need to be in your school bag and turned off. These should not be seen on the School site.
- Do not shout or make excessive noise in the school building or in areas where it might disturb people
- Vandalism is a serious matter. You may be required to pay for replacements or repairs

### **Comply with our rules for your safety**

- You must register in both registration and lessons
- You must not leave the site without permission
- If you have an appointment during school hours, you must provide a note and sign out at Reception
- If you come into school after registration, you must sign in at Reception
- At break and lunchtime, you must only go to the allocated areas where you can be supervised
- You are not allowed in any area on the site which is not under adult supervision

### **Promote a positive image of the school**

- Present yourself in a smart and purposeful way by complying with the school uniform expectations
- Be polite and respectful to members of the public and their property
- Do not behave outside school in a way that will damage the reputation of the school
- Be sensible on public roads and follow the Highway Code if you are riding a bike
- Be polite and sensible on public transport

**All staff** should plan for behaviour issues as part of their everyday planning e.g. lessons where pupils are expected to do group work or discussion should be planned to take account of group dynamics, learning issues, behaviour issues etc. Pupils will need to be explicitly taught how to behave in these situations.

### **Behaviour Policy – clarity, consistency, clean slate All**

**pupils** should have a clean slate every lesson.

### **Role of the Tutor**

Daily Expectations

- 1 – **Check equipment** (full details outlined on the website and in pupil planners)
- 2 – **Check all pupils are in correct uniform.** If not and can be corrected immediately issue a comment, if it cannot be corrected then liaise with the Head of Year.
- 4 – **Share notices / information**
- 5 – **Register all pupils** accurately every morning
- 6 – **Inform of any consequences**, e.g detention that day
- 7 – **Support pupils** and analyse ClassCharts to be informed about which pupils require support

Within Longcroft the planners will be monitored each week by the Tutor:

- To ensure that the planner is free from graffiti and is being kept in a tidy manner;
- Monitor parental comments and ensure that they are responded to;
- To communicate as tutors to parents upon any school-based issue which they feel would be best communicated through the planner;

Planners and ClassCharts are the main form of communication between home and school – informing parents about rewards, sanctions and other events. Pupils are given new planners at the start of the academic year and if they are subsequently lost the pupils are expected to buy a replacement (currently priced at £3).

Pupils are given the following guidance on planners by PD Tutors

- Planners must be in Longcroft every day. If a pupil arrives to registration or a lesson without a planner then the member of staff should issue a lack of equipment comment.
- Planners must be signed every week by parents, the pupil and the tutor. If planners are not signed then a comment will be issued.
- No personalising of the planner will be allowed. Pages must not be folded over. The planner should be carried in the pupil's bag not in a pocket.

### **Positive Discipline Process: Addressing all levels of disruption to learning**

It is essential that our school and every classroom is a place where learners feel safe, secure and provides a productive and focused environment. Disruption to the learning of others will always be challenged at any level and will never be tolerated. Our behaviour policy ensures that pupils are guided to make positive choices, receive acknowledgement and praise when doing so, but also are held to account with appropriate sanctions if they fall short of our high expectations. Our staged response to behaviour is outlined below:

#### **Phase 1 - Verbal Warning**

It is anticipated that many pupils will receive the occasional VERBAL WARNING in their time at Longcroft. The great majority of pupil/teacher contact will be positive and enthusiastic and pupils should become increasingly accustomed to operating within our high praise, high expectation learning framework. This will include settling to work quickly, listening respectfully to the ideas of others and participating constructively in discussion.

The VERBAL WARNING has two clear purposes:

- i. To indicate to pupils that they have done or are doing something which is unacceptable and/or is disruptive to the learning of others
- ii. To allow the pupil to recognise and moderate their behaviour at an early stage

The words 'VERBAL WARNING' will be used by the member of staff, and the VERBAL WARNING should not be given as a blanket warning to the full class.

#### **Phase 2 – Comment issued (C1)**

A pupil who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE 2 and receive a comment on ClassCharts. Pupils will move straight into PHASE TWO for homework, coursework, uniform, chewing and repeated equipment misdemeanours. Pupils could also move into PHASE TWO as a result of continuing the behaviour which led to their initial VERBAL WARNING or challenging the member of staff unacceptably.

#### **Phase 3 – 2<sup>nd</sup> Comment issued (C2) and moved within the classroom.**

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving both a VERBAL WARNING and a C1. Such behaviour will result in the pupil moving into PHASE 3. Again, the onus here is on the class teacher ensuring that there is no disruption to other learners and that the environment for all pupils in the class is conducive to purposeful progress. Pupil will be moved to another area of the room to support them in adjusting their behaviour.

#### **Phase 4 – 3<sup>rd</sup> Comment issued (C3)**

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving opportunities to reflect and adjust. Such behaviour will result in the pupil moving into PHASE 4. At this stage it is made clear to the pupil that any further indiscretion / low level disruptive behaviour will result in lesson removal to enable other learners to continue without distraction. A 15 minute detention is automatically generated for students who reach C3 in a given lesson.

#### **Phase 5 – Lesson Remove 'On Call'**

Where pupils continue to cause disruption to a lesson then the 'On Call' request is triggered through ClassCharts and the member of staff on duty will remove the pupil to Room 20 for the remainder of the lesson. This will result in a detention after school and is immediately reported home.

## **Health and Safety / Pastoral Incidents**

Occasionally a pupil may behave in a way that is unsafe and places themselves or others in the environment at risk. This could include defiance towards a member of staff who has responsibility for the safety and well-being of a group of pupils.

### **Phase 6 – Room 20**

In this context, a period of time spent in Room 20 is considered a serious sanction. Break or lunch periods will be fully supervised and taken separately to the wider school population. Our well-resourced Room 20 will provide a purposeful environment with work provided from relevant curriculum areas. The level of commitment displayed by the pupil will be recorded on ClassCharts. If a pupil is placed in Room 20 twice in any two-week period then they will be supported by their Head of Year, Pastoral Team and SLT. Whenever possible all pupils in Room 20 will be seen during their allocated time for a mentoring session. The highest standards of behaviour will be upheld at all times within Room 20.

### **Phase 7 – Individual Behaviour Plan (IBP)**

An Individual Behaviour Plan is used to address specific problematic behaviour. They are designed to be supportive and to work with a pupil to understand and exercise what is appropriate behaviour. This process will help the pupil take responsibility for their behaviour but also communicate to all staff any additional guidance that might be required to address a pupil's specific additional needs. The IBP should be written with the pupil and, where possible, with parents' direct involvement. Behaviours to be targeted on the IBP should be specifically defined with clear strategies recorded for both pupils and teachers to help achieve targets. IBP's should be reviewed at least every 6 weeks.

### **Phase 8 – Pastoral Support Plan (PSP)**

A Pastoral Support Plan is a school based high level programme of intervention designed to help pupils manage and improve their behaviour, by identifying clear precise behavioural outcomes; supported by the school, parents, carers and external agencies and overseen by a key staff member who can ensure that all staff play their part in supporting the pupil and applying appropriate strategies. The PSP planning meeting will set clear SMART short-term targets; and the PSP is time limited, with a recommendation that it should 'live' up to 16 weeks.

### **Phase 10 – Suspension and Permanent Exclusion (also see Annex A)**

Any suspension or permanent exclusion must be sanctioned by the Headteacher (or the Deputy in their absence). These measures will be considered when the severity of an incident demands the highest level of sanction available, and/or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This includes as a result of a pupil's extreme and unacceptable pattern of behaviour over time.

### ***Preventative measures to suspension and permanent exclusion***

As a school and governing body, an Off-Site Direction may be considered where it is deemed that attending another education setting for a time-limited period will provide an opportunity for a pupil to improve their behaviour. This may include the use of Alternative Provision rather than a mainstream school.

In addition, and with the support of all parties, the school may consider working with another mainstream school to arrange for a Managed Move as part of a planned intervention leading to a permanent transition. For some pupils this enables a fresh opportunity to demonstrate improved behaviour and engagement in their learning in a new setting.



## **ANNEX A: Exclusion & Suspensions**

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Suspension/permanent exclusion will be considered when:

- There is an assault / attempted assault /threat made towards a member of staff or pupil
- A pupil is in possession of a weapon/prohibited or illegal substance
- Any behaviour that places a pupil or other individual(s) at risk / threatens their safety
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is cumulative misbehaviour
- There is defiance and/or disruption to teaching or the daily operation of the school
- A pupil fails to attend a lesson or follow reasonable instructions
- A pupil refuses to remain in Room 20
- There is repeated refusal to accept sanctions (detentions, displacement, unit referral)
- Serious and unacceptable behaviour causing distress to pupils (for example, cyber-bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing distress to staff
- Action taken to damage the school or its technical infrastructure
- A pupil dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion. Any decision of the headteacher, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e., that it is: lawful; reasonable; fair; and proportionate.

Pupil may spend time in the Room 20 whilst an incident is fully investigated and to ensure that the decision to suspend / exclude a pupil is well informed and carefully considered. Pupils will be given the opportunity to provide statement(s). Parents will be informed of any suspension by telephone, and a letter will be sent home by post.

Screening, searching and confiscating are all powers held by the school under the direction of the headteacher. These will only be deployed in line with the guidance provided by the DfE (ANNEX B linked document) and when deemed necessary to ensure the safety and well-being of our school community.

### **Suspension & Sixth Day Provision**

A pupil can be suspended for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to suspend a pupil will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy.

Where it becomes clear that suspensions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour. For example a pupil may be referred to: Educational Behavioural Psychology Support Team; Learning Support Centre; Pupil Referral Unit. A pupil may also be offered a personalised Alternative Learning Package or be subject to an Off-site direction or Managed Move to reduce the risk of permanent exclusion.

Where there is a lack of parental co-operation or support and this is affecting the child's behaviour, the school or local authority may consider applying for a Parenting Order (as outlined in paras 45 & 46 of DCSF guidance 2008). Family support may also be accessed through CAF procedures (Common Assessment Forms) to ensure inter-agency support.

In the majority of situations suspensions will be between 1 to 5 days - work will be set by the school during this period. Pupils who are excluded for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site. For Children in Care alternative provision will be provided from the earliest date possible, preferably from the first day of exclusion. Pupils may be required to engage in a phased reintegration (particularly for assaults) and will access support in the Learning Support Centre.

### **Reintegration Interview & Contract**

A reintegration interview will be arranged with the parent/carer during or following the expiry of any suspension. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A contract will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

### **Exclusions and The Equality Act 2010**

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'. Pupils to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination **the school will not:** treat pupils less favourably for a reason related to their specific needs or disability than to someone to whom that reason does not apply, without justification. To prevent discrimination **the school will not fail** to take reasonable steps to ensure that disabled pupils and those with specific needs are not placed at substantial disadvantage, in comparison with others, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of pupil behaviour plans (PSPs, IBP's)
- ELSA support or other SEMH support
- Involvement of the SENCo
- Internal exclusion
- Inclusion in intervention programme
- Support from Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENSS), Child Adolescent Mental Health Service (CAMHS)

### **Exclusion Appeals**

Suspensions and permanent exclusion letters include details of all appeal procedures. All Permanent Exclusions are considered by an Independent Appeal Panel, and where this affects a pupil with SEND, a SEN & Disability Tribunal can consider claims of disability discrimination.

## **ANNEX B - Linked documents which support this behaviour policy**

Behaviour in Schools Advice for headteachers and school staff. DfE. July 2022

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England. DfE. July 2022

Searching, Screening and Confiscation Advice for schools. DfE. July 2022