



GREAT HEART, THOUGHT AND VISION

LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

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

- Understanding of the protocols of the schools' behaviour management system for pupils, parents, teachers and governors.
- Ensuring that all pupils, 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 pupils for the better.

All staff across the whole school must look to recognise, praise and reward all pupils 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 sanctions 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 behaviour choice takes place (unless Reasonable Adjustments are made) an identified reward or sanction or range of rewards and 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 applied sanction such as length of time given to make a positive behaviour choice or length of time spent in the inclusion area.

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 result in a sanction. Instead a consideration of the child's needs, the appropriateness of expectations and level of differentiated provision should be considered.

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 pupils.

Members of staff who 'opt-out' of the agreed framework/policy may be disciplined in line with the discipline policy for failing to follow school policies.

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 and Pupil Code of Conduct

1 – 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.

2 – 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

3 – 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

4 – 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

5 – 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

POSITIVE DISCIPLINE

Rewards

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

- Verbal praise
- Heart, Thought and Vision rewards issued through ClassCharts
- Postcards and phone calls home
- Attendance incentives
- Celebration assemblies
- End of Term rewards
- End of Year reward trips

ClassCharts

ClassCharts is key to ensuring that PD is successful. All rewards and sanctions are input into ClassCharts. Parents will also have a key role in monitoring their child's behaviour through the use of ClassCharts. 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 Pupil 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 through the Show My Homework App, and use the planner to communicate with the school when necessary.

Role of the PD Tutor within Positive Discipline

Daily Expectations

- 1 – **Check equipment** (blue/black/red pen, purple pen, pencil, ruler, calculator)
- 2 – **Check all pupils are in correct uniform.** If not and can be corrected immediately issue a comment, if it cannot be corrected then send to the Inclusion Centre.
- 4 – **Share notices/information** collect the register every day, ask a pupil to return it
- 5 – **Register all pupils** accurately every PDP
- 6 – **Inform of any consequences**, e.g detention that day using the PD period template
- 7 – **Support pupils** and analyse ClassCharts to inform which pupil to support

Within Longcroft the planners will be monitored each week by the PD Tutor. When monitoring pupil planners. PD 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. Monitor parental comments and ensure that they are responded to in an appropriate manner
3. In order to communicate as PD tutors to parents upon any school-based issue which they feel would be best communicated through the planner
4. Input any out of class rewards into ClassCharts

Pupil Planner and ClassCharts

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

Phase 1: Verbal Warning

It is anticipated that many pupils will receive the occasional VERBAL WARNING in their time at Longcroft. Hopefully, as pupils mature and become more self-disciplined the great majority of pupil/teacher contact will be positive and enthusiastic. Pupils 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:

- To indicate to pupils that they have done or are doing something which is unacceptable
- 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 pupils 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 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 equipment misdemeanours.

Pupils 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, 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 trying to retain control of their own teaching groups. Pupil will be moved to another area of 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) Pupil 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 input a Curriculum Support into ClassCharts and an After-School Detention will be generated. Staff will also click the 'on-call' button on SIMS and wait for 'on-call' to arrive at their classroom. 'On-call' will pick the pupil up and escort them to the Curriculum Support Classroom.

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. When issuing a Curriculum Support, staff must provide the pupil with work.

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 pupils will lie in two areas:

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

A pupil 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 pupil will bring work with them and will work in silence in an appropriate part of the room. When referring a pupil to another teacher it is the original teacher's responsibility to ensure that the pupil has sufficient work to do.

If a pupil fails Curriculum Support they will be issued with Inclusion and the member of staff will click the 'on-call' button on SIMS and wait for a member of staff to pick the pupil up and escort them to the Inclusion Centre.

Positive Discipline within Subject Areas

Science and Design Technology: -

A pupil may be removed from the classroom/laboratory without going through the classroom misdemeanours protocol if they are behaving in a dangerous manner.

A pupil will be sent to Curriculum Support in the first instance and further sanctions may be issued dependant on the type of behaviour.

Phase 5 - Inclusion

Inclusion is an extremely serious sanction. The Inclusion room will have a functional and purposeful environment with a bank of work which covers every curriculum area. Lunch-break will be taken in the Inclusion room and at no time will the isolated pupil be allowed to socialise with other pupils.

The level of commitment displayed by the pupil will be recorded on ClassCharts.

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

The highest standards of behaviour will be upheld at all times within the Inclusion room

- Take out your planner and any other equipment you need to work in Inclusion, 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
- During Inclusion you are expected to work at all times
- Pupils 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 Inclusion

- If you receive 4 negative warnings during the day

Things that will lead to an exclusion

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

Break time: 10:30-10:45

Lunchtime: 11:50:12:05

Phase 6 – Contract

Pupil will be placed on CONTRACT following 18 negative comments in a two-week period.

Pupils will remain on contract until they have improved their behaviour choices.

Parents will be informed that their child is being placed on a contract and the terms of the contract will be communicated with the. Parents have to sign the contract every day and the pupil needs to return the contract at the end of the school day or the following school day.

Phase 7 – Individual Behaviour Plan

An Individual Behaviour Plan is used to address specific problematic behaviour. They are a supportive way to teach a pupil appropriate behaviour, help the pupil take responsibility for their behaviour and also communicate to all staff how to consistently address a pupil's additional needs. The IBP should be written with the pupil and, where possible, with parents present. Behaviours to be targeted on the IBP should be specifically defined with clear strategies recorded for both pupil and teachers to help achieve the target. IBP's should be reviewed at least every 6 weeks.

Phase 8 – PSP

A school based high level programme of intervention designed to help pupils manage/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 reasonable and achievable short-term targets; the PSP is time limited, with a recommendation that it should 'live' up to 16 weeks.

Phase 9 – Managed Move

Longcroft may look at a Managed Move to another school for a short-term stay which can vary in length from one week to 6 months. A stage 3 Managed Move may be established to avoid a Permanent Exclusion. If a stage 3 Managed Move fails at the other school, then this will result in a Permanent Exclusion being issued to the pupil.

Phase 10 – Fixed Term and Permanent Exclusion

Fixed Term Exclusions are issued as a final resort to highlight the severity of an incident or a pupil's cumulative behaviour.

Following an exclusion a reintegration meeting will take place and a day of Inclusion will be issued for the pupil's first day back in school if work has not been completed at home.

Serious Behaviour Incidents

Can include the following:

- Physical assault of a member of staff or pupil
- Pupils intimidating a member of staff
- Foul and abusive language being directed at staff
- A fight occurring within the classroom

Protocol:

- The member of staff who was 'on-call' for the event should inform AHT i/c of behaviour and attendance ASAP.
- If the member of staff who was involved in the incident requires restitution work to take place prior to the re-entry of the pupil this must take place and they must inform AHT i/c of behaviour and attendance who will facilitate this with the support of other staff.
- The AHT i/c of behaviour and attendance will inform whoever is on-call for future lessons involving the member of staff and the teaching group.
- The member of staff who is 'on-call' for these lessons for the next two weeks drops in to the lesson to see if everything is settled.
- The AHT i/c of behaviour and attendance will inform the Business Manager who will contact the member of staff from a well-being perspective and support will be put in place if required.

Detentions

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

- Detentions will be held from 3:10pm-3:40pm
- Failure to attend a detention = a Headteacher's detention until 4:00pm in the Dining Room.
- Failure to attend a Headteacher's detention = a day in Inclusion and completion of the Headteacher's detention until 4:00pm that day.

All parents will be informed via text/app if your child has been issued with an after-school detention with 24 hours' notice.

Late's Detentions

These are issued when a pupil arrives late to school or after the 8:35 bell:

If a pupil arrives between 1-4 minutes late on 4 or more occasions during a week they will be issued an after-school detention.

If a pupil arrives between 5-9 minutes late on 3 or more occasions during a week they will be issued an after-school detention.

If a pupil arrives between 10 or more minutes late on 2 or more occasions during a week they will be issued an after-school detention.

If a pupil is more than 20 minutes late to a lesson without a valid reason, then this will be classed as truancy and the pupil will be issued time within the Inclusion Centre.

PROTOCOLS

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

Mobile phones should not be seen on the School Site. If they are seen on the school site, staff will ask the pupil for it. If they refuse to hand it over they will be issued with time within the Inclusion Centre. Any mobile phone that is confiscated should be given to Reception and the pupil will pick it up at the end of the school day. If a pupil has their phone taken from them on 3 occasions in a half-term, then parents must come into Longcroft to pick the phone up.

Uniform

If a pupil is not meeting uniform expectations but can correct it, they will be issued a comment on ClassCharts. If a pupil cannot correct their uniform, they must be referred to their Year Leader/Pastoral who will issue them with Inclusion. The pupil will be in Inclusion until the uniform meets expectations, if the situation is out of the pupil's control then they may be issued with a uniform pass for the day from the Care and Achievement Coordinator's.

Pupils out of lessons

If a pupil is out of a lesson then they must have a note within the Pupil Planner and the Planner should be carried with the pupil at all times.

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

Behaviour off school premises

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

Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In anyway identifiable as being a pupil 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 pupil to remove outer clothing, including hats, scarves, boots and coats. A pupil's possessions will only be searched in the presence of the pupil 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 pupils.

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.

USE OF REASONABLE FORCE

Please click on the link below to read a government advice to Headteacher's, staff and governing bodies regarding the use of reasonable force.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf