



NAME OF POLICY **Behaviour Policy**

TYPE OF POLICY **Additional**

Linked with or used in conjunction with the following policies:
 Behaviour Policy forms our Pupil Discipline Policy (S), School Discipline and Pupil Behaviour Policy (S), Exclusion Policy (S) and Home School Agreement (S)

SUMMARY OF CONTENTS

Member of Staff Responsible/Author

Mr M Kelly

Date of last review/update	Date last Ratified	Next Review Date	Due at SLT Date	Due at Committee	Date Ratified by FGB
		Jan 2011	07/02/2011	CC 01/03/2011	---
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Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. Everyone at Longhill High School has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well-being. As a school we acknowledge the importance of these 5 areas and all policies within this document take these into account. Good behaviour is a prerequisite of good teaching and learning and a safe and secure environment. Students at Longhill are expected to display high standards of behaviour and take increasing responsibility for self-discipline.

All Staff must be constantly aware of the need to promote high standards of behaviour, praise good behaviour and challenge inappropriate behaviour.

The purpose of this document is to provide a framework for both staff and pupils to achieve the following:

- Clear expectations of staff, students and parents as expressed in the home – school agreement;
- Clear, consistent consequences for misdemeanours;
- Ensure fairness to all;
- Encouragement of consistency of response to both positive and negative behaviour;
- Reinforcement of expectations in assemblies and mentor times;
- Promotion of respect, courtesy and kindness in all aspects of school life;
- Provision of courses that are stimulating, challenging, well prepared and appropriate to all;
- The school pastoral system involving the Pastoral Support Team, Mentors, Heads of Year and the Strategic Leadership Team;
- Fostering positive relationships with parents and carers in order to develop a shared approach in implementing the schools policy and associated procedures;
- Increase staff awareness of social, emotional and mental health issues that can influence behaviours;
- Fostering a positive attitude towards school through praise, rewards and attention to the individual progress of a student.

Guiding Principles:

- Students are responsible for their own behaviour and it is the role of Longhill High School to manage it. This is done through ensuring a consistent approach and having high expectations. All student behaviour has a consequence; positive for good behaviour; negative for unacceptable behaviour.
- Students are managed consistently, but not necessarily in a uniform manner. Where a sanction is applied, appropriate consideration will be given for any aggravating or mitigating factors.

- All students are equal but do not all have equal starting points. The behaviour policy is designed to be responsive to the individual student and any disadvantage or needs they may have and lead to improved behaviour over time
- Mutual support amongst all staff in the implementation of the policy is essential. Incidents of positive or negative behaviour occurring within lesson time should be dealt with in curriculum areas, with the classroom teacher taking ultimate responsibility for ensuring the matter is resolved to the benefit of the teacher and student. This maybe supported through the pastoral system. (Heads of Year).
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. Parents and carers will be encouraged to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Behaviour for Learning:

Building positive relationships with our students is at the heart of developing a culture for learning throughout our community. Relationships can be enhanced by:

- Meeting and greeting students at the start to each lesson
- Students attend all lessons appropriately equipped; in uniform and with the necessary equipment to take part in learning
- Showing an interest in them as individuals
- Listening to their point of view
- Giving responsibility to students
- Maintaining their dignity and self-esteem even when correcting them
- Treating students with the same level of respect that we believe is due to us
- Managed and consistent end to each lesson

A Positive Approach

The whole school community should all be working towards creating interactions that will allow staff to teach students about socially appropriate behaviour and at the same time protect their dignity and self-esteem.

Key features of a positive approach are:

- An emphasis on the positive rather than negative statements
- Regular and sustained use of praise and rewards
- Teaching students the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes.
- Helping to keep classrooms attractive, stimulating learning environments

Choices and Consequences Framework:

In the classroom, teaching staff will use a consequence system to manage behaviour. Codes will be used. If there is inappropriate behaviour then the following actions will occur:

Students who persist with low level poor behaviour for learning will be issued with a **WARN**.

A few examples of this are:

- Talking when a teacher is talking
- Shouting out
- Incorrect equipment (no pen!!)
- Negative attitude to learning
- Late to lesson
- Phone out in class
- Eating/drinking

Students who fail to modify their behaviour for learning after being issued with a **WARN** will receive a **MOVE**.

- If possible, pupils will have to **move to a different area of the classroom?**
- A **25 minute lunchtime faculty detention** will be issued and will be served the **same day**.

If poor behaviour continues pupils will be given a **REMOVE**.

- **Students will be removed from their classroom to Room 1.**
- **One hour after school detention** the following day.
 - Parents will be contacted.
- A **REMOVE** could also result from a single instance of **high-level disruption**
- Failure to attend an after school detention = **2 hour SLT detention on a Thursday**.

Persistent failure to attend detentions may result in students having to attend a day in isolation. Parents/carers may be asked to attend a meeting.

Room 1.

When a student is issued a Remove and their behaviour is impacting on the learning of others, staff will send an message through the schools computer systems and that pupil maybe removed and escorted by a member of staff to Room 1.

Students will be given an opportunity to reflect on their negative behaviours through a restorative conversation and supported through this process by a Learning Mentor.

Mobile Telephone Use at School

Students are not permitted to have the telephones out in lessons, unless directed by their teacher. Use of mobile telephones in class causes distraction and hinders learning.

If a student has a mobile telephone out in class, without being directed by their teacher to do so, the following will occur:

- **Warn** – Warning for phone use by member of staff and recorded on SIMS. Continuous warning can lead to a phone ban.
- **Remove** – The student may need to be removed from the classroom due to continued disruption to the teaching and learning environment through use of a mobile telephone. A phone ban will be issued.
- **Phone Ban** – The Mobile Telephone will either need to be left at home (this will be agreed by the Head of Year and parent/carer) or handed in to the cashiers office to be locked away securely.

Alternative School Day (ASD)

Frequent or high level poor behaviour may result in a pupil being placed into an ASD from 12.15pm to 3.15pm.

The ASD will be held in the schools Focus Centre and will consist of structured core learning, with appropriate work set and supported through the use of Learning Mentors. Within the 3 hour period that ASD occurs, a Restorative Conversation will be had and in some cases a full Restorative Justice Meeting may be held. The purpose of these conversations/meetings is to repair any damage caused by the negative actions of the student towards the school community.

Monitoring, Recording and Reporting

The school uses the PARS and SIMS systems to record, evaluate and report behaviour incidents both in and outside of the classroom. Teaching staff will record all negative behaviours during lessons and this information will be used by Departments and Pastoral Leaders to ensure consistent approaches and planned interventions are applied. Incidents outside of the classroom will also be recorded by staff.

Parents/carers have access to their child's behaviour log via the School Website through the Information Portal.

Prohibited Items

- Smoking Paraphernalia, including electric cigarettes
- Canned Drinks and/or Energy Drinks, including Lucozades/isotonic
- Skateboards, scooters
- Dangerous or offensive items

Discovery of any of these items on school grounds will lead to confiscation.

Some items may need to be collected by parents.

Rules outlining the behaviour expected of students are contained in the school rules, which are printed in the student's school diary.

It is recognised that a small number of students may experience difficulty in maintaining the standard of behaviour expected of them. In such circumstances the Head of Year and Pastoral Support Team will work closely with the Mentor, SENCo, Inclusion, SLT, external agencies and parents to provide the support and discipline necessary for the student to succeed.

Whilst the school actively supports the policy of "inclusion", no student, including those with Emotional, Social and Mental Health Difficulties (SEMH) will be allowed to consistently and deliberately disrupt the education of others. Where this occurs the school will implement both the support structures and sanctions mentioned above.

Rewards for Learning and Engagement

The school value rewards to recognise student's achievement for a wide range of reasons. Staff within the school actively seek to reward and praise the achievements of pupils within our community for all positive actions to:

- Help create a positive ethos in the school.
- Raise their self-esteem and affirm their achievements.
- Motivate pupils to repeat the positive behaviour associated with the praise/reward.

The school has a comprehensive rewards system. Information on which can be found within the students school diary/school website.

Exclusions

Please refer to Exclusion Policy for the schools approach to this area.