



# LONGHILL

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HIGH SCHOOL

## Behaviour for Learning Policy

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## **Introduction:**

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 responsibility for ensuring the matter is resolved to the benefit of the teacher and student. This may be also supported through Head of Faculty and/or 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.

### **Rewards for Learning and Engagement**

The school values 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 Reward system is reviewed and evaluated with all stakeholders including a Student Voice panel.

Achievement points are gained through

- positive engagement in lessons
- punctuality and attendance
- commitment to extra curricular activities

Staff are encouraged to reward students who are consistently maintaining or exceeding expectations.

Positive behaviour will be rewarded with

- Praise
- Achievement points (currently under review for how these can be exchanged for rewards)
- Letters, emails or phone calls home
- Special responsibilities/privileges
- Prize slips given out by the Headteacher during the school day (3 per lesson). The winner drawn from all the tickets wins a prize in assembly this week.
- 100% club – weekly prizes for those students who have 100% attendance and 0 behaviour points each week

## **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

## **WARN, MOVE & REMOVE**

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 for several days
- Negative attitude to learning
- Late to lesson (by up to 5 minutes more than the rest of the class)
- Eating/drinking

The teacher logs this on Class Charts so parents/carers are able to monitor this at home.

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

- A student will be asked to move to a different seat in the class.

- The teacher logs this on Class Charts so parents/carers are able to monitor this at home. They are also set a 15 minute lunchtime detention on the same day (if this is period 5 the detention is set for the next day). This detention is sent to parents/carers on Class Charts as a notification.
- Students arriving more than 5 minutes late to lesson compared with the rest of the class will also be set a lunchtime detention.
- Any student failing to attend a lunch detention will have this upscaled to a half hour detention after school. This detention is sent to parents/carers on Class Charts as a notification.

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

- Students will be removed from their classroom to the Reflection Room. Staff will give the student a remove slip stating the reason for the **REMOVE**.
- A **REMOVE** could also result from a single instance of high-level disruption
- The teacher logs this on Class Charts so parents/carers are able to monitor this at home. The student is set a half hour after school detention the following day. This detention is sent to parents/carers on Class Charts as a notification.
- Failure to attend an after school detention will result in the student being asked to serve the detention on the following day. This detention is sent to parents/carers on Class Charts as a notification. Parents/Carers will also receive a phone call from the teacher who set the detention to inform them their child failed to attend after school.
- If a student fails to attend the half an hour after school detention for the second time, this is upscaled to an hour after school. This detention is sent to parents/carers on Class Charts as a notification. Parents/Carers will also receive a phone call from the teacher who set the detention to inform them their child failed to attend after school.
- If a student fails to attend the hour detention after school, the student will be placed in Alternative School Day (11am-4pm) the following day. This is sent to parents/carers on Class Charts as a notification. Parents/Carers will also receive a phone call from the Head of Year to inform them their child failed to attend after school.

### **Mobile Telephone Use at School**

Students are permitted to use their phones before school, at break, lunch times and after school in the designated phone zones. 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** – The student will receive a WARN on Class Charts and asked to hand their phone to the class teacher. The phone is handed back at the end of the lesson.

- **REMOVE** – If a student refuses to hand their phone over they will be removed from the class and asked to hand their phone over to the staff in the Reflection Room. The phone will be kept by the Head of Year until the end of the day.
- **Phone Ban** – If a Head of Year identifies that the use of a phone in a lesson is a persistent problem, the student will have a phone ban preventing them from bringing a phone into school. Heads of Year will inform Parents/Carers of this.

### Truancy in School

- A small number of students have truanted lessons when in school. Below is the graduated response.

1 <sup>st</sup> Time	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Student isolated with SLT or middle leader (period 1 &amp; 2) and placed in ASD for remainder of the day</li> <li>• Mentor puts student on truancy report on Class Charts</li> </ul>
2-3 Times	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Parents attend meeting with Head of Year</li> <li>• Student signs truancy contract and is placed on HOY Report</li> </ul>
4-5 Times	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Student is placed on PIP (Pastoral Intervention Plan)</li> <li>• Review of external support eg. Triage (meeting of professionals) , BHISS (Brighton &amp; Hove Inclusion Support Service)</li> <li>• SLT (Senior Leadership Team) meets with student &amp; parents</li> </ul>
6-7 Times	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Student is placed on PSP (Pastoral Support Plan)</li> <li>• Reduced timetable discussed</li> </ul>
8-9 Times	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• PSP Reviewed</li> <li>• Timetable is changed</li> <li>• BAP (Behaviour &amp; Attendance Partnership) referral made</li> </ul>
10+ Times	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Change of placement sought</li> </ul>

### Students on Report

A subject report will be issued when a student's poor behaviour is not whole-school, but just for one particular subject. If students are gaining removes in more than two different subjects in a week, this is then a pastoral report.

**Subject Yellow Report:** To be issued and monitored by Middle Leaders (HoFs/ HoDs/ Second in Dept./ HoYs). This is a report to recognise students' efforts in improving their behaviour.

**Subject Amber Report:** To be issued by HOFs/ HoDs/ Second in Dept. in the meeting with parents and carers. This is a report to remind students of what acceptable behaviour is needed by giving up to 3 targets. A lunchtime detention with HoF/ HoD/ Second in Dept. is then attended by the student in which the report is reviewed.

**Subject Red Report:** To be issued and monitored by Senior Leaders. This is a report which will lead to stage 3 sanctions if students do not meet targets.

**Pastoral Yellow Report:** To be issued and monitored by HoYs or PST. This is a report to recognise students' efforts in improving their behaviour.

**Pastoral Amber Report: To be issued and by HoYs or PST.** This is a report to remind students of what acceptable behaviour is needed by giving up to 3 targets. A lunchtime detention with HoYs or PST is then attended by the student in which the report is reviewed.

**Pastoral Red Report:** To be issued and monitored by Senior Leaders. This is a report which will lead to stage 3 sanctions if students do not meet targets.

### **Students with Additional Needs: Disadvantaged Students (SEND, PP and LAC)**

We fully appreciate that some students, at times, will have difficulty with both following the school rules and demonstrating acceptable behaviour. Where these students have been identified as disadvantaged, we will seek out additional interventions in accordance with their identified needs. This may involve with liaising with outside agencies or/and the Learning Support and Inclusion Team. Where these students have not been identified as having specific needs, we will seek to identify any learning and behaviour barriers in order to ensure students do follow the school rules and demonstrate acceptable behaviour.

We also understand that at times, children may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies including considering how the involvement of external agencies can support a child with additional needs to meet this school behaviour policy.

Becoming a successful learner will enable disadvantaged students to be fully prepared for life beyond Longhill High School including opening up more opportunities, increasing further and higher education aspirations and upskilling for future employment.

Additional Interventions May Include:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house-counselling service to offer 1:1 support to develop self-esteem and social skills Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with the aim of building to a full timetable within a fortnight.
- Facilitate multi agency meetings to plan next steps for a child's SEND provision Referral to outside agencies such as: the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS) or the Virtual School for Children in Care.
- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children. These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff. The plan will be reviewed at the end of each seasonal term



or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term exclusion.

- A whole school overview is updated to reflect the number of children on these plans and with their review dates. If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities. This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010: The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

### **Alternative School Day (ASD)**

Frequent or high level poor behaviour may result in a pupil being placed into an ASD from 11am to 4pm.

The ASD will be held in T12 and will consist of structured core learning, with appropriate work set and supported through the use of SLT and Inclusion Mentors. Within the school day 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 Class Charts 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 Class Charts.

### **Prohibited Items**

- Smoking Paraphernalia, including electric cigarettes
- Canned Drinks and/or Energy Drinks
- 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.**

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.

### **Suspensions**

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