



LONGHILL

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;
- 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;
- 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 also be 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 and a Parent Forum.

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 each year group wins a prize in assembly once per term.
- 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 **warning**:

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 **warning** will then be **moved**:

- A student will be asked to move to a different seat in the class or moved to another classroom within the faculty.
- 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 after school detention the following day. This detention is sent to parents/carers on Class Charts as a notification.

If poor behaviour continues in class, pupils will be **removed**:

- Students will be removed from their classroom to the Reflection Room by a member of on-call staff. Staff will give the student a remove slip stating the reason for the **removal**.
- A **removal** 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 thirty minute same-day after school detention. If the Remove is period 5, this will be the following day. This detention is sent to parents/carers on Class Charts as a notification.
- Failure to attend the 30 minute after school detention will result in the student being asked to serve a 60 minute after school detention on the following day. This detention is sent to parents/carers on Class Charts as a notification.
- If a student fails to attend the hour detention after school, the student will be placed in Alternative School Day (9.40am – 3.45pm) 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 not permitted to use mobile phones anywhere within the school gates, at any time. If we see it, or we hear it, then we take it. Please see here for the procedures around this:

Breaches in a school year	Action	Communication
First breach	<ul style="list-style-type: none"> • Device confiscated until the end of the day • 30 minute same day detention • If seen or heard during P5, 30 minute after school detention next day 	<ul style="list-style-type: none"> • Incident and detention logged on classcharts • The student will be warned what will happen if there are any further breaches of the school rule • Parents/carers warned what will happen if there are any further breaches of the school rule (call/message home via PST/YL)
Second breach	<ul style="list-style-type: none"> • Confiscated until the end of the day • 60 minute same day detention 	<ul style="list-style-type: none"> • Incident and detention logged on classcharts • The student will be warned what will happen if there are any further

	<ul style="list-style-type: none"> If seen or heard during p5, 60 minute after school detention next day 	<ul style="list-style-type: none"> breaches of the school rule Parents/carers warned what will happen if there are any further breaches of the school rule (call/message home via PST/YL)
Third breach	<ul style="list-style-type: none"> Confiscated until the end of the day Device handed in at the school gates for the next 5 days 	<ul style="list-style-type: none"> Incident and detention logged on classcharts The student will be warned what will happen if there are any further breaches of the school rule. Parents/carers warned what will happen if there are any further breaches of the school rule (call/message home via PST/YL)
Fourth breach	<ul style="list-style-type: none"> Confiscated until the end of the day Device handed in at the school gates for the next 5 days Parents/carers to collect device from school 	<ul style="list-style-type: none"> Parents/carers called in for a meeting where device will be handed over Explained to parent/carer that from now on, device must be handed in at the school gates for the next 5 days
Refusal to hand over a device	<ul style="list-style-type: none"> Student placed in ASD that day until 3.45. If refusal happens in P5 then 60 minute same day detention 	<ul style="list-style-type: none"> Parents/carers informed of sanction and called in where it is explained that from now on, device must be handed in at the school gates for the next 5 days

Truancy in School

A small number of students have truanted lessons when in school.

Any incident of truancy will result in student attending our Alternative School Day the following day. Parents/Carers will be informed via a phone call from their HoY and a meeting arranged with parents so that support can be put in place where required.

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 9.40am – 3.45pm.

The ASD will be held in in classroom 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 record 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 school’s approach to this sanction.