

Longdean School



Positive Behaviour Policy

Reviewed: June 2008
Ratified: June 9th 2008
Next review: September 2011

Positive Behaviour Policy

Policy Statement:

- For effective teaching and learning to take place good behaviour in all aspects of school life is necessary.
- Promoting good behaviour and discipline is the responsibility of all staff, students and parents/guardians.
- A school ethos of encouragement and sharing success is central in the promotion of good behaviour.
- Positive relationships should be developed between all students and staff and students and with parents in order to develop a shared approach in implementing the school's policy and procedures.
- Positive relationships should be based upon mutual respect, self discipline, proper regard for authority and positive self esteem.
- Strategies and procedures for dealing with both positive and negative student behaviour should be applied consistently and fairly. There should be no differential treatment based on nationality, ethnicity, race, religion, gender or disability.
- Wherever possible there should be early intervention to address and correct negative behaviour and recognise and reward positive behaviour. Where appropriate this will involve working with external agencies.
- Reward and behaviour practices should create a safe environment for students free from violence, bullying, racism and any other form of harassment.
- This policy should be read in conjunction with the Equal Opportunities Policy and the school Bullying Policy.

Roles & Responsibilities:

- The Governing body will consult with the school in the creation of a reward and behaviour policy and will regularly review the policy and ensure that it is communicated to parents, staff and students. Governors will support the school in maintaining high standards of behaviour and recognising the achievements of students.
- The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Ensuring that staff are supported in dealing with behaviour is a key responsibility along with ensuring that the policy is rigorously reviewed.
- All staff in the school will be responsible for ensuring that the policy and procedures are followed and are fairly and consistently applied. All staff have a responsibility to help create a high quality learning environment, to model good behaviour expected from students and to develop a success culture within the school by recognising and rewarding student achievements. The On Call System and related database will be used to monitor student behaviour and how staff deal with it.
- Staff will be supported in dealing with student behaviour by the member of staff on call, Pastoral Managers, Heads of Year, their Head of Department, Senior Staff and the Behaviour Coordinator. Staff will also be supported through regular behaviour training and the Staff Buddy System. Behaviour will also form part of the induction programme for all new staff.
- Parents/guardians will work in partnership with the school to assist the school in maintaining high standards of behaviour and celebrating the successes and achievements of students. Parents/guardians are welcome to contact the school to discuss their child's behaviour. In the first instance they should contact their child's form tutor or relevant subject teacher. Other staff within the school or professionals from outside may then become involved in supporting parents/guardians and students in addressing behavioural issues.

- Students are expected to take responsibility for their own behaviour and to report any incidents of inappropriate behaviour to members of staff. Students are also expected to serve as role models for one another and to demonstrate the high standards of behaviour expected of them.
- Students will be supported in maintaining high standards or in improving it by all staff in the school. Within school this support may come in the form of a report, being allocated a mentor, being given a PSP or attending student support, counselling or anger management. Some students will receive support from relevant external professionals in order to support their behavioural needs.
- The policy will be monitored through a half term analysis of data collected in the school database. Student behaviour is also a focus of lesson observations. The school's LEA consultant will be a part of this process.

Review Process

The policy is reviewed throughout our daily practice and formally in the three year cycle

Longdean School – Reward & Behaviour Systems

Reward Stages:

Reward Period	Behaviour/Attitude to Learning	They will receive this reward.
Ongoing	Produce work at or above target grade. Show good attitude to learning (ATL) Receive a good school report. Get 3 subject stamps in your book 100% attendance for two weeks Represent the school. Take part in community service	Subject stamp in student's book. Subject stamp in student's book. Letter home Commendation. Commendation Commendation & letter home Commendation & letter home
Every half term	Collect commendations Have 100% attendance Improve your attendance from the previous half term. Continually produce work at or above target level, contribute to the school community & display good AtL Be in the form with the best attendance Be in the form with the most improved attendance Be in the form with the most commendations	Trade commendations for prizes. Letter home Letter home Display name on the student of the month board. Tea with the Headteacher Form to receive the trophy. Form to receive the trophy Form to receive the trophy.
Every Term	Collect 10 commendations Collect 20 commendations Collect 30 commendations Collect 40 commendations Collect 50 commendations Collect 60 commendations Collect 80 commendations Collect 100 commendations Collect 150 commendations Collect 250 commendations Have 100% attendance Improve your attendance from last term Have good AtL produce work at or above target level	Bronze Certificate Silver Certificate Gold Certificate Double Bronze Blazer Badge & prize Double Silver Blazer Badge & Prize Double Gold Blazer Badge & Prize Platinum Blazer Badge & Prize Sapphire Blazer Badge & Prize Diamond Blazer Badge & Prize Special Certificate & Prize Name displayed on attendance board Students will be entered into a prize draw for vouchers Students to be entered into a prize draw for vouchers Students will be placed on the student of the month board & tea with Headteacher.
Every Year		Awards evening to celebrate all and every achievement from our students Reward trip for targeted students in the school

Behaviour Stages:

Stage	Sanction	Types of behaviour
1	Class Teacher Detention up to 20minutes Tutor informed Parents could be informed Possibility of report	Low level disruption e.g. wrong equipment, failure to complete work or homework, swearing in a lesson
2	Middle Leader Detention - Run by Directors of Learning on a rota. Wednesday 3.20 – 4pm Parents informed Middle leaders informed Possibility of report	Behaviour that disrupts the learning of others e.g. Continually calling out, interrupting teacher, constant chatting in lessons, failure to attend a class teacher detention.
3	School Detention of 1 Hour after school – Thursday 3.30 – 4.30. Run by Senior Leadership Team Parents informed & possibly called in. Possibility of report Possible support from outside of school	Dropping litter, off site, 3 middle leaders detention in a half term, late to school or lessons 3 times in a week.
4	Saturday Detention – 2 hours on a Saturday 9am – 11am. Run by Senior Leadership Team Parents informed & possibly called in. Possibility of report Possible support from outside of school	Truancy, smoking or being where people are known to smoke, repeatedly leaving the school site, 3 school detentions in a half term, fighting.
5	Isolation & Internal Exclusion, run by behaviour manager. Different school day for students in internal exclusion – 10am – 6pm. Parents informed Report	Poor behaviour across the curriculum, removed from a lesson, whilst an incident is being investigated, missing a middle leader or school detention.
6	Exclusion – Head teacher could exclude for a fixed period or permanently based on recommendations from Heads of Year & Senior Leadership Team after a thorough investigation Parents called in Report Possible support from outside of school.	3 stage 4's in a term, physical assault of a student or staff, verbal assault of a teacher, inappropriate use of technology, having an offensive weapon on school site, dangerous behaviour, vandalism, misuse of substances and damage to the school site.

This policy is not an exhaustive list and the school will use any sanctions above as it sees fit to address the poor behaviour of students.

In addition any student who repeatedly engages in behaviour that leads to Saturday detentions, time in isolation, internal exclusion or fixed term exclusions will attend the Governors Referral meeting to discuss their behaviour with their parents/guardians and representatives from the Governing Body.

Definition of Terms:

A weapon is defined as any object that may inflict harm on another person. A weapon can either be something that is designed for this purpose (e.g. a knife) or that is adapted or not used for its original purpose to become a weapon (e.g. a cricket bat that is brought to school for a practice that is then used to strike another person).

If a student is involved in an incident where a weapon is on the school site for any reason the school will conduct a thorough investigation before deciding on an appropriate sanction. This could include the possibility of either fixed term or permanent exclusion. The school will also involve the police in working with students and parents/guardians to resolve these issues. These arrangements will be communicated clearly to students and parents/guardians via the Home School Agreement.

Misuse of Technology:

As a school we recognise that we need to prepare students with the skills for a life that is dominated by developments in technology. A large part of this process is educating students in the appropriate and inappropriate ways of using technology in order to gain maximum benefit from it. Inappropriate use of technology could be classed in the following ways:

- Filming incidents of bullying on a mobile phone or camera.
- Filming adults or students without their permission.
- Using the internet or other technology to bully students either emotionally or physically.
- Posting a film on a website and bringing the school into disrepute.
- Vandalism or damage to school property
- Using any piece of equipment for a purpose it was not designed for.

This is not an exhaustive list and the school will investigate any incident involving technology to see if the technology has been misused. All incidents involving technology will be looked at and an appropriate course of action will be decided upon. This could include the involvement of the police or fixed or permanent exclusion from school.

If a student does wish to post a film on an external website they must first seek the permission of the Headteacher.