



Longbenton HIGH SCHOOL

Behaviour for Learning

October 2021

Rationale

The staff of the school are committed to ensuring that their classrooms are places in which students want and are able to learn. Likewise, we expect students everywhere across the school to show respect to others and their environment, these are reflected in our school values, which we should model, see appendix 2.

In order to achieve this we shall promote behaviour for learning. This involves praising and rewarding students for making a positive contribution to lessons and school life in general. It also involves students accepting the consequences of any wrong behaviour. Consequences will be set at a level appropriate to the misdemeanour committed by the students.

Students will be aware of what is expected of them and how the system of praise and consequences will be administered.

Purpose

1. To promote an environment where students will desire, and be able, to learn.
2. To encourage a high level of mutual respect between staff and students.
3. To encourage a high level of respect by individual students for other students and their property, other users of the school and school property.
4. To reinforce our success culture whereby we proclaim the success of individual students and the school as a whole.
5. To teach students the consequences of wrong behaviour.
6. To teach students to be well organised by ensuring that homework is submitted on time and the correct equipment is brought to school.

Guidelines

1. Students will be made aware of how to attain ACHIEVEMENT POINTS and the consequences of wrong behaviour.
2. All staff will consistently apply the system of consequences for wrong behaviour and give ACHIEVEMENT POINTS for good contributions to lessons and school life in general.
3. All staff will record electronically the names of students who receive ACHIEVEMENT SLIPS or reach a level of consequences that result in a CALL BACK, DETENTION, ISOLATION or EXCLUSION.
4. The Year Leader with oversight for rewards will be responsible for ensuring that students are rewarded appropriately for achieving a significant number of ACHIEVEMENT POINTS.
5. The pastoral leadership team will be responsible for monitoring the progress of students in obtaining ACHIEVEMENT POINTS or consequences. The pastoral leadership team and the behaviour mentors will work with students who receive an excessive number of CALL BACKS, DETENTIONS or EXCLUSIONS.
6. A REMOVE timetable will be in operation which will be used by class teachers when needed.
7. Students who exhibit particularly challenging behaviour and thus receive an INTERNAL EXCLUSION will be placed in the behaviour support unit in consultation with the Assistant Headteacher: Pastoral.

8. Curriculum Leaders will put students on subject report if they receive an excessive number of CALL BACKS and DETENTIONS in their subject areas. Parents will be notified of this in writing.
9. Tutors will put students onto form tutor report if they receive a number of CALL BACKS or DETENTIONS in a number of different subject areas. Parents will be notified of this in writing.
10. Year Leaders will notify the parents of students who receive an excessive number of DETENTIONS. Students will be interviewed and placed onto Year Leader report. Parents will be notified of this in writing.
11. This is an open, centralised system. Staff will not give out their own rewards or punishments outside the Behaviour for Learning framework.

A detailed description of how the policy will operate is given in the following pages.

Conclusion

Behaviour for Learning will result in positive classroom environments where students can learn and achieve high standards. It will also result in a whole school environment where there is respect for each other and for property. Students will be encouraged to follow the success pathway – see Appendix 1

REWARDS procedures – see Appendix 1

KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.

At Longbenton High School we want to recognise and celebrate our students' hard work and achievement. Parents are integral to this process and we feel that they need to be involved in day-to-day successes as well as major achievements throughout the year involving their children. Regular praise and rewards are considered to be vital for effective motivation and success of individuals. This is at the core of our school ethos. The rewards system is centralised in order that all students are treated fairly and consistently. The following procedures apply:

1. Student's achievement is recorded electronically in Sims. Achievement points can be awarded for good behaviour, attitude, progress and effort awarded by teachers throughout the school day. Staff cannot issue more than one ACHIEVEMENT POINT per lesson or activity.
2. The Achievement Slip is a written record completed by a member of teaching staff, which is sent home with the student to inform parents of the success. It is awarded for a more significant achievement such as outstanding homework, sustained contribution, involvement in activities or events, or any other substantial effort. The member of staff awarding the achievement slip should enter this in SIMS.
3. Curriculum Leaders will be responsible for the development of further strategies in their departments such as Linguist of the Week, Chef of the Week, and Student of the Fortnight.
4. Students will be recognised for their hard work and achievements on a termly basis, this may involve the awarding of reward cards, student of the term nominations, curriculum badges, achievement ties, golden tickets or voucher prizes.

Termly Presentation Assemblies

1. Reward cards will be distributed to staff in the week preceding Rewards assemblies. Each member of staff will be given 1 card which they can award to a student that they teach. The reason for awarding the student the card should be written on the card. Students should hand this into the main school office ready for the draw in assembly. One student will be randomly selected and awarded a voucher.
2. All staff will nominate 1 student from each of their classes towards the overall Student of the Term. These nominations will be then used to identify the overall winner for each year group. These students will be awarded a voucher.
3. Curriculum Leaders should use staff nominations to decide upon one student in each year group who will be awarded the curriculum badge.
4. Students who have achieved sustained significant progress in a number of subjects or have performed to an outstanding level in a particular activity may be recognised with an achievement tie.
5. Students with 100% attendance will be put into a draw for a voucher.
6. Students with an exemplary punctuality record will be put into a draw for a voucher.
7. At the end of the year the top 50 students in Years 7-10 will receive a voucher for achieving a significant number of achievement points.
8. At the end of the year students in Year 11 who have an impeccable attitude towards learning will receive a reduction from their Prom ticket.

There will be additional bespoke events for each year group throughout the school year to recognise students who continue to follow our BfL culture in school, these will be events like cinema/film events, sporting activities and extended social time.

CONSEQUENCES Procedures– see Appendix 1

KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.

Any consequences of poor behaviour will be made visible to students so that the student knows that they have received a sanction.

1. **WARNING** and **CALL BACK** should be recorded as such in SIMS, using the set code. A reason for the **CALL BACK** should be noted in the comment section.
2. **DETENTION** will be recorded in SIMS using the set of codes provided to explain the reason for the **DETENTION** and a comment made in the comment section. A **DETENTION** cannot be cancelled unless it was entered in error.
3. In the case of a serious incident the member of staff will call or email the student reception (ext 259 for KS3 and ext 241 for KS4). The member of staff who is on call at that time will investigate the situation and will determine the outcome and record this appropriately in SIMs. Should the incident result in an **ISOLATION** or **INTERNAL EXCLUSION** the on call staff should contact parents and arrange for the correct letter to be sent home. On call staff should also record the student placement in the **BSU** list for the next day.
4. The student should be kept in the **REMOVE** classroom until on call staff arrive, except in extreme circumstances.

We are committed to making our classrooms places where students want and are able to learn. We expect students and staff to show respect to others and their environment, these are reflected in our school values:

KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.

It is expected that staff will use classroom management skills for 'low level' disruption before applying consequences in lesson time.

Behaviour Incident	Behaviour/offences	What staff need to do
Verbal WARNING 1 st incident - verbal warning, recorded in SIMS (W1)	These will usually be misbehaviours in a classroom situation although it could be as a result of an issue outside of lessons. This list is not exhaustive, but will include low level behaviour incidents: <ul style="list-style-type: none"> • A student who is disrupting the lesson (in some lessons such as PE where students have forgotten kit or in English where they are required to have a reading book, repeated incidents in one term will lead to a call back) • A student who is being disrespectful • A student who deliberately fails to follow instructions e.g. Not attempting to work, chewing gum 	<ol style="list-style-type: none"> 1. Staff should record a WARNING or CALL BACK in SIMs. 2. CALL BACK involves a student calling back to the teacher to discuss the issue in the lesson and gives the student and teacher an opportunity to put things right. During this time a CALL BACK conversation sheet will be completed. This will be passed onto the Curriculum Leader then the Year Leader. 3. CALL BACK should take place either at break time, lunchtime or at the end of the school day, where this is not possible the matter must be pursued through a conversation between the teacher and the parent so that this can be addressed by the parent at home, this conversation should be recorded in SIMs as parental academic contact. 4. Students are required to remain in CALL BACK for 10 minutes from when they arrive. Obviously, where a CALL BACK has not occurred in school, a conversation sheet will not be completed. 5. The class teacher should see the student during the CALL BACK or, if difficulties arise, the Curriculum Leader. 6. Where a student receives 3 or more major behaviour incidents – such as REMOVE or DETENTION in a day a student will receive an ISOLATION. This will be documented by staff in the BSU. 7. A report each fortnight will be sent to the Senior Leadership Team, Curriculum Leaders and Year Leaders outlining students who have received CALL BACK, REMOVE and DETENTION across the school and where these have been issued. 8. Curriculum Leaders should monitor their departments and Year Leaders should monitor their year groups, all having regular discussions around students who regularly receive CALL BACKS, REMOVE and DETENTIONS and liaise with subject teachers or
WRITTEN warning 2 nd incident – written warning, recorded in SIMs (W2)	As above	
CALL BACK 3 rd incident - CALL BACK to the teacher at the end the school day for a 10 minute CONVERSATION (CB)	As above	

		<p>form tutors and then parents about next steps such as subject report or alternative intervention.</p> <p>9. The Behaviour Welfare Coordinator will also monitor this data and work with key staff to highlight those students who require early intervention and respond accordingly.</p>
<p>REMOVE Any further issues in a lesson (R)</p>	<ul style="list-style-type: none"> • A further offence in the classroom and determined by the on call not the classroom teacher • By previous agreement between the Class Teacher and the Curriculum Leader. 	<ol style="list-style-type: none"> 1. Each corridor will have its own withdrawal timetable. This will be centrally held so that it is accessible to all teaching staff. When a student reaches the point where they are removed, on call should be notified to assess the situation and ensure that students go to the allocated classroom and teacher with the necessary work provided. 2. Staff should record details of the remove in SIMs which will be added to by the on call teacher and shared with the CL and YL 3. Any student who is placed in REMOVE will complete an automatic detention that night; this will be logged by the on call teacher and reported to student reception. Following this, steps should be taken by the Curriculum Leader to ensure a smooth return to lessons in that subject in the future. Where possible the class teacher should see the student. 4. Whilst in REMOVE, if a student's behaviour is cause for concern then the on call teacher should be notified and further action taken
<p>DETENTION Detention is 30 minutes after school in either EX09 or DS15</p>	<ul style="list-style-type: none"> • A student who misses a CALL BACK • A situation where the CALL BACK has been unsuccessful • Inappropriate behaviour which may affect the health, safety or welfare of the student or other students or staff • When a student has been placed into REMOVE 	<ol style="list-style-type: none"> 1. Staff should record the DETENTION in sims. 2. DETENTION will take place in the allocated classrooms and be staffed by several teachers who are on the rota 3. Students will be sent into the area in silence and they will be well spread out. 4. Students are required to sit in silence or read for the duration of the detention. Students in Years 10 and 11 will be allowed to do homework as an alternative to this. 5. The register will be taken once the students are seated. The register is then taken to the BSU as soon as possible and then returned to the student reception by one of the cover supervisors or the Behaviour Welfare Coordinator.

		<p>6. Any misbehaviour by a student, they will be given a WARNING, and no other warnings will be given. Further misbehaviour will result in the student being sent home and being placed into ISOLATION the next day. The member of staff placing the student into ISOLATION should contact home to inform parents of this.</p> <p>7. Students who are late for DETENTION and are not at CALL BACK will be kept behind for an additional 10 minutes.</p>
<p>ISOLATION Situation that results in a day in ISOLATION (I)</p>	<ul style="list-style-type: none"> • An offence after a student has been placed in REMOVE; this will be determined by the on call teacher • Where a student has been REMOVED more than once in one day • Refusing to access the REMOVE area that has been allocated by the class teacher/ Curriculum Leader then by on call staff • Smoking • Truancy • Inappropriate behaviour that may affect the health, safety or welfare of the student or involve others e.g. leaving the school site without permission, stealing, graffiti on school property (buildings, textbooks, desks, etc. depending on the severity of this it may be INTERNAL EXCLUSION), abuse of other students' property, violence/fighting (depending on the severity of it this may be INTERNAL EXCLUSION) • Where a student receives 3 or more behaviour incidents in a day • Failure to attend detention will result in a half day placement in the KS 3 or 4 BSU 	<ol style="list-style-type: none"> 1. ISOLATION offence is committed, and on call staff are sought. 2. The student may be in a classroom or in REMOVE depending on the circumstances. The on call staff arrive and determine the sanction for the misdemeanour. 3. The on call staff will confirm that an offence has taken place and will enter the details into SIMS. 4. Arrangements will be made for the student to go into BSU the following day (or a subsequent day if a space is not available). 5. The on call staff make a judgement as to whether the student should stay in normal lessons, go straight to REMOVE or BSU. The student should not go home. 6. The on call staff will contact home to notify the parents of the arrangements. 7. The incident will be logged on the clipboard at student reception, reserving the space for the next day. 8. Student reception administrators will produce a letter to go onto the student's file. 9. ISOLATION is a one day withdrawal from lessons.
<p>INTERNAL EXCLUSION Situation results in INTERNAL EXCLUSION (IE)</p>	<ul style="list-style-type: none"> • Swearing directed at a member of staff. • A serious incident which is deemed to be of significant concern such as <p>significant graffiti on school property (buildings or desks) or unprovoked violence/fighting.</p>	<ol style="list-style-type: none"> 1. The gatekeeper for referrals to INTERNAL EXCLUSION will be the Assistant Headteacher: Pastoral. Referrals for Internal Exclusion can be made by SLT, Year Leaders the Behaviour Welfare Coordinator and on call staff. 2. The length of the placement in INTERNAL EXCLUSION will normally be for 2 days, however this will be discussed with the

		<p>AHT: Pastoral as the seriousness of the situation should be considered in addition to any previous internal exclusion incidents.</p> <ol style="list-style-type: none"> 3. Prior to a student commencing their placement, contact with parents/carers will be made via telephone and letter; expectations will be discussed during this contact, including not using electronic devices including phones in the BSU. These will be handed in or should be left at home. 4. Students will attend INTERNAL EXCLUSION from 8.35am to 3.30pm daily. Unless they have previously been placed on detention that night, in which case they will leave at 3.45 pm. 5. As far as is possible, work for both Key Stage 3 and Key Stage 4 students are to be provided by all subject teachers, for each lesson. Staff in the BSU will send a work request directly to staff who teach the student that day. 6. Where required the member of staff placing the student into Internal Exclusion will facilitate reparation whilst a student is in the BSU. <p><u>Reintegration Procedures</u></p> <ul style="list-style-type: none"> • Daily notes will be completed at the end of each student placement and will help inform the re-integration meeting, which takes place at the end of this period of exclusion. • The first re-integration should be a phone call with the Year Leader. • The second re-integration should be a phone call with the Behaviour Welfare Coordinator. • The third re-integration should be a meeting with the Year Leader. • The fourth re-integration should be a meeting with the Behaviour Welfare Coordinator. • The fifth re-integration meeting should be with the Assistant Headteacher: Pastoral. • The sixth re-integration meeting should be with the Deputy Headteacher.
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		<ul style="list-style-type: none"> Subsequent re-integration meetings should be with the Headteacher or, where appropriate, with a Governors' disciplinary panel.
<p>EXTERNAL FIXED TERM EXCLUSION</p> <p>Situation results in a FIXED TERM EXCLUSION to home or First Day Response Unit (FTE)</p>	<ul style="list-style-type: none"> A serious offence after a student has been placed in the BSU, this will be determined by the on call teacher. An incident that is deemed to be of a most serious nature eg. refusal to follow the instructions of the on call teacher. A serious incident which is deemed to be of significant concern such as significant graffiti on school property (buildings or desks) or unprovoked violence/fighting or bullying. 	<ol style="list-style-type: none"> The gatekeeper for referrals to Fixed Term Exclusion will be the Headteacher or Deputy Headteacher. The length of the FIXED TERM EXCLUSION will reflect the incident and any previous exclusions that have been given. Referrals for FIXED TERM EXCLUSION can be made by SLT, PLT and on call staff. Prior to a student commencing a FIXED TERM EXCLUSION contact with parents/carers will be made. Parents will be notified of arrangements and the student will go home as soon as possible. The member of staff dealing with the FIXED TERM EXCLUSION will enter the details of the incident in SIMs and complete a yellow slip. Student reception administrators will produce a letter to go onto the student's file, this should be sent home and also to the Local Authority. Work should either be in line via google classroom or be sought from staff and collected as soon as possible which will be delivered home to the student to complete. Where required the Headteacher, Deputy Headteacher or Assistant Headteacher: Pastoral will facilitate reparation when a student returns to school following the FIXED TERM EXCLUSION. <p><u>Reintegration Procedures</u></p> <ul style="list-style-type: none"> The first re-integration meeting should be with the Assistant Headteacher: Pastoral. The second re-integration meeting should be with the Assistant Headteacher: Pastoral and Deputy Headteacher. The third re-integration meeting should be with the Headteacher and Assistant Headteacher: Pastoral. Subsequent re-integration meetings should be with the Headteacher or, where appropriate, with a Governors' disciplinary panel

Covid Considerations

Considerations	Changes	Reason
Entering and leaving the school building	Students should arrive to school and enter by the student entrances. At the end of the school day students should use the same point of exit or should leave the building via the staircase at the end of the finger they have been working in.	This will keep the number of people students come into contact with to a minimum.
Uniform	Students will be expected to be in full school uniform at all times. Rules regarding jewellery and facial piercings remain unchanged and will be enforced.	Government advice is that uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.
Personal hygiene	<p>All students will ensure that they:</p> <ul style="list-style-type: none"> • wash their hands regularly for a minimum of 20 seconds or use the hand sanitiser provided. They should try to not touch their mouth, eyes and nose frequently • use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste ('catch it, bin it, kill it') • do not share drinks, bottles or food 	This will help reduce the risk of passing on the virus.

	<p>FACE MASKS</p> <p>Students should follow the relevant guidance around face masks, whether that they should be worn in classrooms and /or corridors or not at all</p> <p>Where possible students should provide their own face covering. If there is a medical reason why students cannot wear a face mask parents need to contact the Year Leader. Those students will be identifiable in corridors via a sticker or lanyard. If a student arrives to school without one, the Year Leader/BWC should provide one. When not being worn (ie in classrooms) students should take these off carefully and store in a plastic bag.</p> <p>If a student refuses to wear one please refer them to the Year Leader/BWC who will then contact home.</p>	
Moving around the school	When moving around the school, students should be expected to follow the one way system and keep to the left; there will be signage that they should follow. They should move calmly and quietly.	This will keep the number of people students come into contact with to a minimum.
Equipment	Students are allowed to bring into school their own bag but must minimise other items that they bring in with them. Students can use the equipment provided by the school; but must avoid sharing equipment.	By using only their allocated equipment, students will reduce the risk of passing on the virus.
Online Learning	All work on line should maintain the same high standards of behaviour as if students were face to face in school with teachers. There should be no offensive language or derogatory terms used.	To maintain an appropriate learning environment.

Mobile phone Usage	The rules around mobile phones remain unchanged; they should be 'off and away' when students are on the school site.	To maintain an appropriate learning environment.
First aid and medical needs	<p>If students are feeling unwell, they must notify a member of staff immediately and the member of staff will arrange for on-call to come to speak to them, following this they may be taken to student reception. Students must follow instructions from their teachers.</p> <p>Specific details of dealing with a student with COVID 19 related symptoms are within the school risk assessment. Students in this position will take home with them a leaflet outlining when they can return to school.</p>	This will help reduce the risk of passing on the virus.
Attendance	When Students are unwell or if parents choose not to send their child into school, there is an expectation that school is notified as soon as this is possible; this remains unchanged.	This will help reduce the risk of passing on the virus.
Toilet needs	<p>When students go to the toilet, they should ensure that they follow personal hygiene procedures such as thorough handwashing.</p> <p>Students should not go to the toilet during lessons unless there is a medical need to do so (you will be made aware of these students).</p> <p>Staff can use your discretion, particularly with Year 7 in the first few weeks until they are used to our routines and procedures.</p>	This will help reduce the risk of passing on the virus.

Appendix 1

Behaviour for Learning

RULES

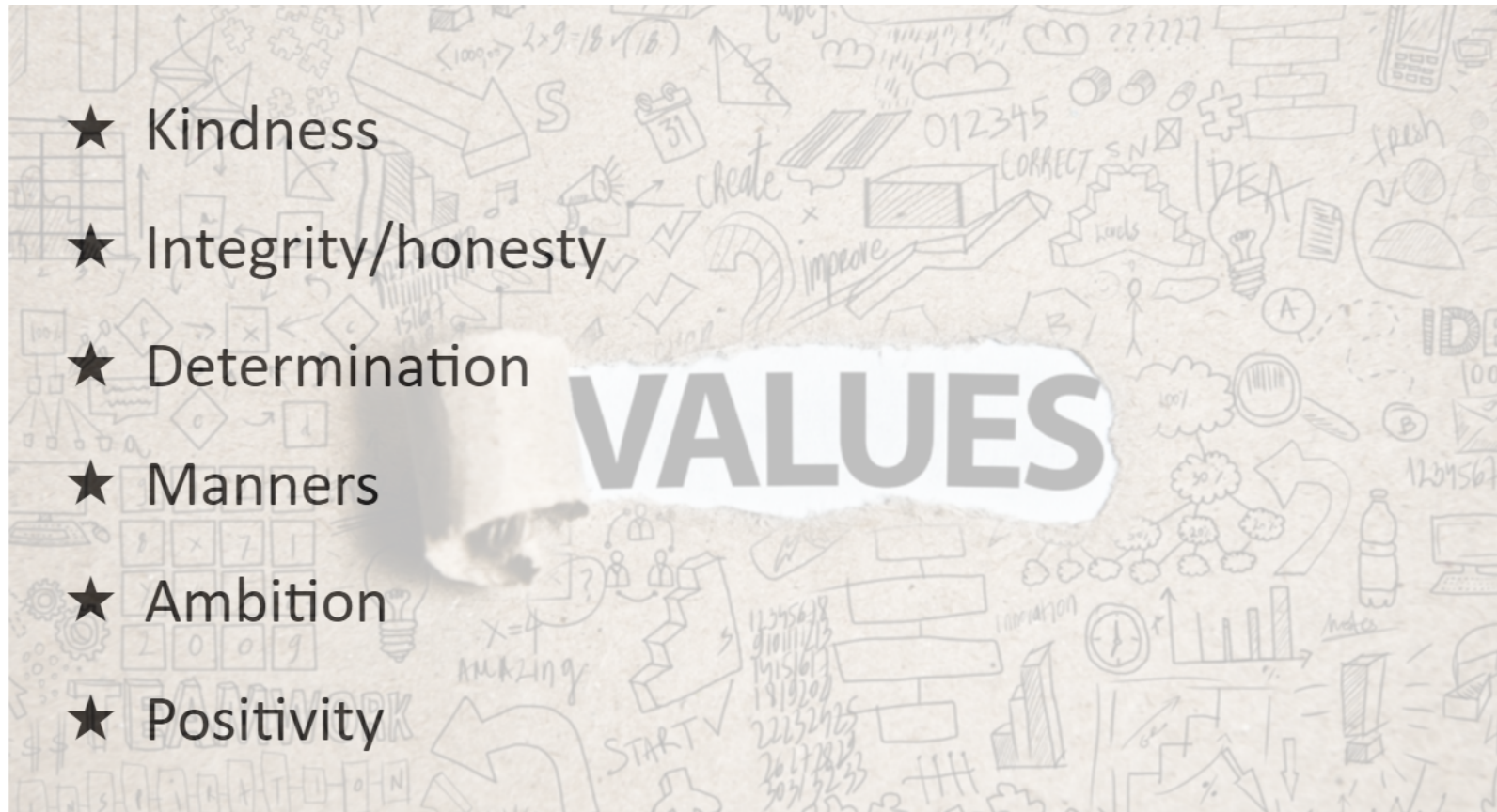
- **READY** (to start work or activity)
- **RESPECT** (for all)
- **RESPONSIBLE** (and safe)



KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.

Appendix 2

KINDNESS. INTEGRITY. DETERMINATION. MANNERS. AMBITION. POSITIVITY.



This policy has been assessed in terms of Equality Impact

RESPONSIBILITY: Assistant Head teacher Pastoral
REVIEWED: August 2021
RATIFIED: November 2021