

FRED LONGWORTH
HIGH SCHOOL



Behaviour Management Policy

This policy was approved by:

The Pastoral Committee: November 25th 2024

Review Date: November 2025

Policy Statements – Relationships and Behaviour Management

Rationale

Good behaviour is important in any school for effective teaching and learning to take place. At Fred Longworth High School (FLHS) students are treated as individuals and excellent relationships exist between staff and students, based on mutual respect. All members of the school community must understand that poor behaviour of any type will not be tolerated. High standards are achieved through clarity of expectations, an emphasis on praise and rewards and a focus on stimulating and effective teaching and learning. This policy outlines how these high standards will be achieved and covers behaviour in school and when travelling to and from school.

Purposes

1. Clarify what is meant by good behaviour.
2. Have a clear structure and procedures for dealing with behavioural issues.
3. Maximise the impact that the school can have on good behaviour.
4. Help to give students, staff and parents a sense of direction and a feeling of common purpose.
5. Help students to feel good about themselves and others.
6. Minimise the occurrence of misbehaviour and confrontation.
7. Ensure that all students have the right to learn and teachers have the right to teach.
8. Comply with government expectations with regard to school discipline and behaviour policies.

Guidelines – students should:

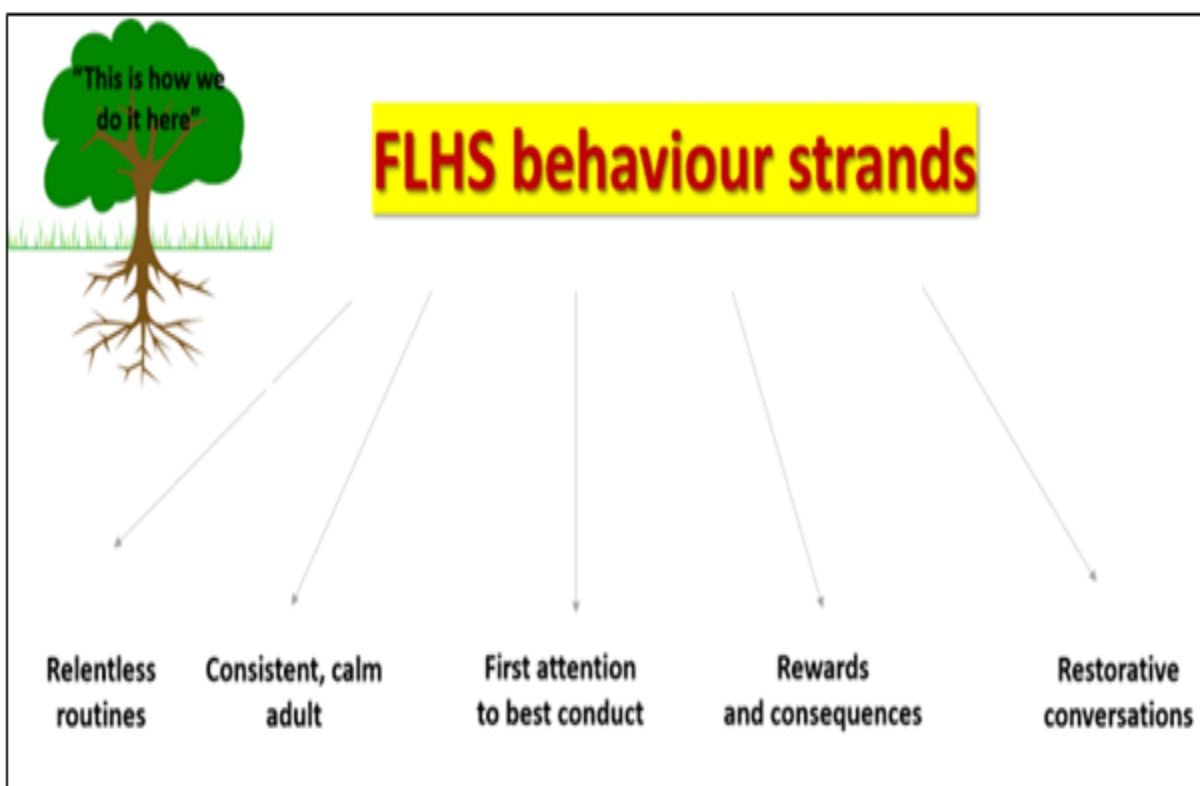
- Adhere to the classroom ground rules.
- Not speak while the teacher or another student is speaking.
- Enter and leave lessons in an orderly manner.
- Be punctual.
- Move around school in an orderly manner.
- Behave sensibly during social time.
- Arrive with pen, pencil, ruler, relevant equipment, books and files.
- Be given help individually when necessary.
- Sustain hard work.
- Contribute to the lesson, refine ideas and show good manners.
- Show respect to staff, students and the wider community.
- Wear full and correct school uniform.
- Have an appropriate haircut/style which allows staff to see the student's eyes; when hair is over a student's face/eyes it becomes a health and safety issue and can affect the quality of teaching and learning.

Fred Longworth High School Five 'Behaviour strands':

At Fred Longworth we aim to build a whole school curriculum which is built upon a foundation of excellent behaviour, respect and values which will enable our students to live their BEST lives.

- We expect to see the following five strands running through all aspects of school life from the corridors, to the canteen to the classrooms
- We expect every adult within the school to model the behaviours outlined below and to adhere to each and every one of the strands at the appropriate time
- We expect that the five strands will be used to enhance the whole school and subject specific curriculums. Positive behaviour, respect and values should filter into subject curriculums where possible
- The strands should be shared with all parents with clear guidance on how they will work in school and how parents could support this at home
- Our aim is that every child receives the very best from their education at Freddie's and that every adult who works within the school is supported to do their job effectively

Excellent behaviour management at FLHS relies on our 5 key strands:



At Fred Longworth we constantly encourage our students to be their **BEST** and our vision is reinforced and displayed through our **BEST Standards**:



FLHS BEST Standards:



ALWAYS BEING EQUIPPED, READY TO LEARN AND MAKING THE BEST USE OF YOUR LEARNING TIME



WEARING YOUR UNIFORM CORRECTLY AND WITH PRIDE



BEING PUNCTUAL AND HAVING EXCELLENT ATTENDANCE



DEMONSTRATE GOOD MANNERS THROUGH 'STEPS' EVERY TIME



ALWAYS BEING FOCUSED, ON TASK AND GIVING FULL ATTENTION



TAKING PRIDE IN YOUR WORK AND COMPLETING IT TO THE VERY BEST OF YOUR ABILITY



TAKING FULL RESPONSIBILITY FOR YOUR INDEPENDENT LEARNING BOTH INSIDE AND OUTSIDE OF SCHOOL



ALWAYS STRIVING TO IMPROVE YOUR WORK AND ASKING...

IS IT EXCELLENT YET?

In 2024 we introduced our 'Behaviour Wheel' which outlines and reinforces the expected behaviour for learning within classrooms:



Key principles:

- **No shouting out**
- **Wait** your turn
- **Contribute/respond** when asked to
- **Hand up** if you require further guidance
- **Listen** when others are talking
- **Track the teacher**

- **In silence**
- **No shouting out**
- **Hand up** if we require further guidance



- Clear **time frames** given
- **Teacher circulation** to spot excellence
- **Quiet**- we just need to be heard
- **Purposeful discussion**
- **Teacher imposed groups** of no more than 4
- **Wait** your turn
- **Listen** when others are talking
- **No interrupting** or **talking over others**
- When it's your turn **speak clearly, make eye contact, use of key vocabulary**

- Clear **time frames** given
- **Teacher circulation** to spot excellence
- **Quiet**- we just need to be heard
- **Purposeful discussion**
- **Teacher imposed pairings**
- **Wait** your turn
- **Listen** when others are talking
- **No interrupting** or **taking over others**
- When it's your turn **speak clearly, make eye contact, use of key vocabulary**

SLANT and STEPS

These are key to developing our behaviour culture even further. Staff are expected to use **SLANT** in lessons. SLT and Heads of Year will model and use **SLANT** in assemblies and when talking to large groups of students.

FRED LONGWORTH HIGH SCHOOL		FRED LONGWORTH HIGH SCHOOL	
S L A N T	BEST Behaviours:	S T E P S	BEST Behaviours: We show Respect
	<u>S</u> it up straight		<u>S</u> ir or Miss
	<u>L</u> isten carefully		<u>T</u> hank you
	<u>A</u> sk and answer questions		<u>E</u> xcuse Me
	<u>N</u> ever interrupt		<u>P</u> lease and <u>P</u> ardon
<u>T</u> rack the teacher	<u>S</u> orry		
And remember, always strive to improve your work and ask - IS IT EXCELLENT YET		Politeness is the flower of humanity	
BELONGING ENGAGING SUCCEEDING TOGETHER		BELONGING ENGAGING SUCCEEDING TOGETHER	

YEAR GROUP ZONES

At breaks and lunchtimes these arrangements will be in place. Year 7 have their own specific area and Ys 8 to 11 will share the main plaza/front area of school.

What happens when there is a breach of discipline?

It is important that a distinction is made between minor and more serious offences; there has to be some flexibility in the application of sanctions to suit individual circumstances.

When used, sanctions are imposed without an infringement of the school's aims, and should not, as far as possible, damage relationships and the student's self-esteem. Sanctions will be appropriate and proportionate and parents will be informed when sanctions are issued so that they can work with the school moving forwards. A restorative approach needs to be used to deal with issues as far as possible. We will endeavour to teach our students what excellent behaviour looks like, and work with our students and their families to support students to be successful. Our BEST Standards explain clearly the expectations for all students.

We recognise that some students eg those with SEND, may need additional support and guidance to meet our expectations around behaviour. At times, sanctions may need to be

adjusted slightly or modified. We will help and guide all students to ensure that they understand how they can improve their behaviour.

Anti-bullying and child on child abuse

Fred Longworth High School is committed to ensuring that our students feel safe and that any bullying issues are dealt with effectively and swiftly. Although we recognise that the vast majority of students would not behave in a way that could cause upset to others or for them to feel bullied, we are aware that this can and at times does happen and we need to maintain our 'it could happen here' approach. We have a clear anti-bullying policy which sits alongside our policies related to acceptable behaviour.

In addition to this we do not accept any form of child-on-child abuse and harassment. All forms of sexual harassment and sexual violence will not be tolerated and will be dealt with seriously, using a range of sanctions as shown below under red behaviour. Further details on our policies for dealing with child-on-child abuse can be found in our safeguarding policy.

All forms of bullying and cyber-bullying are unacceptable and, once investigated, will be dealt with in line with this this policy and our anti-bullying/cyber-bullying policies.

Lines of referral

The classroom teacher will initially deal with any issues within his/her classroom, unless the issue is serious in which case On Call should be used.

Low level issues will be dealt with by the class teacher. If a referral for support or further action is needed a referral will be made to the relevant Head of Subject/Head of Faculty and Head of Year.

With all cases of 'Red behaviour' the member of staff involved will complete a referral in CPOMS. In addition, staff will issue the R1/R2 code on Satchel.

Behaviour Codes/consequences

These have been introduced to improve communication with parents and to add further clarity on roles and responsibilities. In summary the codes relate to the following:

P codes - relate to pastoral matters (uniform, equipment)

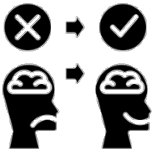

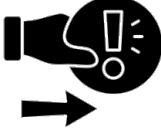


B codes - relate to behaviour within lessons

R codes - relate to more serious unacceptable behaviour

Classroom Expectations

A consequence will be given for any behaviour that:

- **Disrupts your learning.**
- **Disrupts the learning of others.**
- **Prevents the teacher from teaching.**

	<p style="text-align: center;">Opportunity.</p> <p>If you are disrupting learning, your teacher will give you the <u>opportunity to correct</u> your behaviour.</p>
	<p style="text-align: center;">Warning.</p> <p>If you choose to continue to disrupt learning, your teacher will <u>issue a warning</u>.</p>
  	<p style="text-align: center;">Consequence.</p> <p><u>B1</u> - <u>Negative behaviour point</u> If this has to be issued, you will receive a teacher-led/HOY detention.</p> <p><u>B2</u> – This will be issued if you choose to miss a detention and you will face a <u>further sanction</u>.</p> <p><u>RI</u> – If <u>‘Red Behaviour’</u> is issued, you will face further sanctions.</p> <p><u>R2</u> – If <u>‘On Call’</u> is used for poor behaviour choices, you will face further sanctions.</p>

Red behaviour

If a student demonstrates Red Behaviour within school this will be classed as serious, unacceptable behaviour and the student will face a consequence. Depending on the behaviour shown students will be dealt with by a range of sanctions, working with parents, which include:

Detentions

Placement in Internal Exclusion for a fixed period

Placement at a partner school for a fixed period, in their exclusion room

Suspension (formerly known as fixed term exclusion) for a period of time

Referral to the Police

Respite placement (4 to 6 weeks) at a local high school

Managed move to a local high school

Permanent exclusion

Examples of Red Behaviour are:

-
- Hitting a fellow student
- Threatening a fellow student or member of staff
- Use of offensive or inappropriate language
- Persistently refusing to follow teachers' instructions
- Spitting at another student or member of staff
- Use of discriminatory language or comments
- Damaging school property or equipment
- Use of violence
- Possession of drugs in school and possession of drugs with the intent to sell
- Bringing a prohibited item (eg a weapon) into school
- Sexually offensive behaviour and racist or homophobic behaviour

In some very serious instances, a Red Behaviour incident could lead to a managed move or permanent exclusion, further information is found in the section on 'one-off managed moves/permanent exclusions' on page 12.

Behaviour Management Stages – a student may proceed to stage 3, 4 or 5 if there are serious concerns.

Stage 1 – Classroom Behaviour

If a student is behaving poorly the classroom teacher will initially use his/her professional skills and class management expertise to intervene and modify the student's behaviour, using different strategies. At this stage if a student is asked to leave a classroom by a member of staff, it should only be for a short period. At FLHS high standards are expected of all students in the classroom and all staff will challenge students if these standards are not met.

If the poor behaviour continues the classroom teacher will issue a final warning.

If the poor behaviour still persists, the student will be issued with a B1 Behaviour Point. The class teacher will consider moving the student to a 'buddy' room and at the end of the lesson the class teacher will use an appropriate sanction to follow up this issue, eg. short detention, verbal reprimand, phone call home etc. Where teacher detentions are issued these will generally be at breaks/lunchtimes and they will be for 10 minutes. At this detention, a restorative conversation will take place. Teachers will also have the opportunity to set a longer 30-minute teacher led detention, and this will need to work around other potential after school detentions. This is ideal for completing missed homework. Failure to attend a teacher led detention will lead to a B2 point being issued – this will lead to a 30-minute Head of Faculty detention.

If this pattern of behaviour is persistent, the classroom teacher will inform the Head of Subject/Head of Faculty/Head of Year. The Head of Year will issue the student with a detention the following day. A restorative approach will be used to resolve any issues, where appropriate. If a student displays red behaviour, staff should consider using the On Call system. Students must not be sent to the Head of Year offices, Senior Leadership Team (SLT) offices or the Inclusion Centre. When on On Call is used a follow up sanction will be issued – agreed by the HoY/SLT dealing with the issue.

Out of Classroom Behaviour

Students are expected to behave well at breaks and lunchtimes and in between lessons. Students arriving late will be issued with a whole school late detention, which will be completed after school. If a student behaves poorly at break or lunchtime, or in between lessons, this behaviour will be challenged and an appropriate sanction will be issued by the Head of Year or member of SLT. A whole school detention will be the most likely sanction, however more serious issues would involve further sanctions.

Classroom Management Strategies – Good Practice

Ideas/strategies that can be used in the classroom; staff may use these strategies at 'Stage 1' to maintain excellent behaviour within their classrooms.

1. Seating Plans
2. Use of praise – very powerful! (3:1 praise to constructive criticism)
3. Teacher positioning and interaction
4. Use of movement time to provide 'breaks'
5. Eye contact and non-verbal warning
6. Making time to get to know the students and their background. Learn their names
7. Use of a 'fresh start' – e.g. after an issue or detention being served
8. Building relationships with parents – positive comments/postcards home
9. One to one discussion about behaviour – if it is worsening

Stay calm and show controlled, relaxed body language to maintain a tension-free atmosphere. Take this to the next level infrequently. Teachers who shout too often will struggle to maintain excellent class management.

Stage 2

A faculty-based detention will be issued and this will last for 30 minutes. After school faculty detentions will take place on Tuesday and Thursday evenings. 'SIMS In Touch' will be used to inform parents about faculty detentions on these evenings. At this faculty detention, the teacher who initiated the behaviour point (s) will, where possible, attend the faculty detention, in order to have a restorative conversation with the student. Heads of Faculty are responsible for managing this process.

A restorative approach will be used to resolve any issues. 'SIMS In Touch' will be used to inform parents of any after school WSD, with 24 hours' notice given. If a student refuses to engage with this detention process, a 50 minute SLT detention will be issued after school. Students will be collected for these detentions by Heads of Year and SLT will be called upon to assist if required.

At this stage Heads of Year monitor behaviour points on a daily basis and follow up when points are issued. They will decide whether a student should be escalated within the policy – using various strategies including parental meetings or reports.

When students are on report, staff need to be consistent with their completion to reflect the high standards that are set. The reason for the student being on report needs to be clear and specific targets may be required.

Stage 3

If a student's behaviour across school continues to be poor, the Head of Year, based on a range of evidence including behaviour data, considers all strategies and sanctions at their disposal – parental involvement, various reporting processes within the Year Team, referral to the Inclusion Team, or change of banding/forms. Internal exclusion or isolation with Head of Year for a short term may be necessary. The Head of Year will liaise with our SENDCo and Inclusion Manager to arrange any additional support via the Inclusion Centre. A restorative approach will be used to resolve any issues, where appropriate.

Stage 4

The student will be referred to SLT in consultation with the Pastoral Deputy Head, and a member of SLT will begin to work with the student. The 5 day report booklet will be used, and SLT will look at the strategies that could work to improve the behaviour of the student. In general, this will take place for around 6 to 12 weeks. A restorative approach will be used where appropriate.

Stage 5

At this stage the vast majority of students will have improved their behaviour, however a small number may need further support, advice, mentoring and sanctions. Strategies that will be considered at this stage:

- Use of isolation with a member of staff or use of Internal Exclusion. When using isolation and Internal Exclusion the school will always consider if this is the most suitable option; where possible we want our students to remain in lessons.
- Suspensions at home or at local high schools, with parental meetings and follow up plans.
- The use of a Behaviour Improvement Plan (BIP) – this is the next stage of the reporting process and generally lasts for 4 – 6 weeks. Clear targets are set for the student to achieve.
- Referral for behaviour mentoring or specific work eg anger management.
- Referral to the SENDCO for an educational psychologist assessment and report.
- Use of an Early Help Plan (EHP).
- Referral to the Leigh Engagement Centre for a 12 week, 2 days per week placement to work with the student on targeted areas. This is generally for KS3 students, however where capacity allows KS4 students may be referred.
- Referral to our Senior Head of Year/Pastoral Leader for one to one mentoring and support.

Stage 6

A respite (off-site direction) placement for 4 to 6 weeks may be set up with a local high school. At this stage, a Pastoral Support Programme (PSP) needs to be considered for the student to start upon their return if the Pastoral Deputy believes this to be the right course of action. The respite placement will enable the student to reflect on his/her behaviour at FLHS, and an opportunity will be given for the student to modify their behaviour on a BIP upon their return. This decision will be made on an individual basis dependent on how the student has engaged in their respite placement.

Stage 7 (for students presenting serious behavioural/attitudinal problems)

The student will begin a Pastoral Support Programme (PSP). The PSP will run for up to 16 weeks and will involve strategies and agencies to support the student (including the Inclusion Team), as well as clear expectations and targets to meet. If not already done at this stage, an Educational Psychologist may assess the student. Parents will be invited to the initial PSP meeting, the mid-term review (week 8) and at week 16. At week 8, if the student is at risk of failing, a trustee and the Head teacher/Pastoral Deputy Head teacher may meet the student and their parent(s).

Stage 8

The student will begin a 'managed move/off-site direction' with another local high school. The decision to seek a managed move will be done on an individual basis, factors such as likelihood of success will be considered. This is a move to another school, where the student is on dual roll with the receiving school. After 12 weeks, if the student meets their targets they are taken on roll at the receiving school. If this fails, the school may consider approaching another school for a second managed move, however this may not be possible, and the student may face a permanent exclusion.

One-off managed move/off-site direction/permanent exclusion

On the rare occasion of a serious incident involving completely unacceptable behaviour, examples of which include: extreme violence, possession of drugs in school with the intent to sell, bringing a prohibited item (eg a weapon) into school, threatening behaviour, sexually offensive behaviour and extreme racist or homophobic behaviour; the school will consider a managed move or a permanent exclusion.

If the school decides to permanently exclude a student a Trustees' Hearing will take place.

Behaviour Out Of School

The school expects students to be appropriately behaved when travelling to and from school wearing the FLHS uniform. Poor behaviour not only adversely affects members of the school and local community, but it also reflects badly on the school in terms of our reputation. We will support students, parents, local residents, businesses and the wider community if issues occur during these times. We will deal with any issues and treat them as a school matter. Referrals to the Police will be considered if appropriate. As a general rule after 4pm on midweek school days and at weekends, we believe that parents are responsible for the behaviour of our students. If an issue is reported to us during these hours we will work with the local community, parents and the Police to support any action that is needed. This may include informing parents of any issues that we have been made aware of.

Rewards

The recognition of students' efforts and achievements is an essential part of promoting high standards and quality learning. At Fred Longworth High School we aim to achieve this through an emphasis on praise and rewards, combined with stimulating and effective teaching and learning.

Staff praise, both verbal and written, is seen as an important way of rewarding students. In addition, the school has a rewards system to acknowledge and reinforce student achievement.

Y7 – Y11

Y7 – Y11 students receive rewards electronically via Satchel One.

Rewards are collected and traded in for prizes, which are distributed by key staff including HOYs, Pastoral Deputy and Head teacher.

Rewards are issued for excellent achievement and are based on the following:

- Sustained effort over a period of time;
- Successful completion of a module of work;
- Outstanding individual pieces of work, either in class or at home;
- Excellent contribution in lessons;
- Helping out at school events;
- Litter picking at lunchtimes;
- Attendance at extra-curricular clubs and activities.

Rewards Trips at the end of the year will be offered to students who achieve a high number of rewards and meet the criteria. End of Term celebration assemblies also give all students who have made significant progress at Fred Longworth High School the opportunity to be entered into a draw to win some outstanding prizes.

Rewards Criteria

In order for students to qualify for rewards and trips, including the Year 11 Leavers' Prom, the following criteria must be met:

- Generally we expect attendance of 95% or above, students who miss this target may have specific genuine reasons for this;
- No truancy from lessons;
- Students should be making good progress across all subjects and achieve at least a Bronze Award;
- Homework should be completed on time and to a good standard;
- No suspensions;
- No referrals to the IE Room unless students have completed Community Service tasks such as litter picking equal to time spent in IE;
- No more than 10 late marks in a year, or 3 per term;
- No unauthorised absences (this relates to attendance at The Prom).

With regards to the end of term trips and the Leavers' Prom the school may apply discretion if students fail to meet one of the above criteria.

ENRICHMENT POINTS

Students also earn rewards in the form of 'Enrichment Points' by attending clubs and activities at lunchtimes and after school. These lead to end of term certificates and the highest achievers are rewarded with vouchers.

BEST Awards

Each term form teachers identify students for BEST certificates. These recognise those students that have worked well with the key themes of Belonging, Engaging, Succeeding and Working Together, in line with the school motto.

Fred Longworth Focus on the Stars and Headteacher Awards

Every two weeks staff will nominate students to receive recognition via 'Freddie's Focus' in form time. The names of students are read out in form time across the school. Headteacher Awards are also given for small numbers of students who have excelled, and these students receive a badge and meet the Headteacher to discuss their achievements.

Transition

All new Year 7 students are involved in three "Move Up" Days, and the HOY and/or Pastoral Deputy will gather information on every child who is given a place at the school. Students who need additional support with transition are identified early and are invited to the Welcome Day. Further information is gathered, and strategies to induct students successfully into school are shared with staff. The Move-Up Days are for all children at transition, the Welcome Day is an additional day to give extra support during transition. Students who join mid-year are given a bespoke programme of support, usually including some Inclusion Centre involvement.

Nurture Provision

On entry to school, students may be invited to work in the Nurture Room.

Nurture groups are part of the support available within schools for students who are unable to cope in the classroom. These students often display emotional or behavioural responses that prevent themselves and others from accessing the curriculum.

Purpose and aims of the Nurture Group:

- Provide a planned, preventative resource that is responsive to the individual needs of students.
- Provide assessments and support for students who display behavioural difficulties or show signs of emotional stress.
- Enable the students to access the curriculum and contribute fully to school life.
- Provide a secure and reliable small group setting that supports students' learning by allowing them to experience nurture from caring adults, whose aim is enabling students to successfully integrate into their mainstream class.
- Give students the opportunity to develop secure and trusting relationships with adults. Through these relationships, students are able to learn appropriate behaviour, constructively apply their curiosity, build self-esteem and develop confidence.
- Work with teachers, parents and other key people to promote a consistent approach, both at home and at school.

Staff Training

All staff who start at the school receive training on Behaviour Management and the school's Behaviour Management Policy. This usually takes place at 'New Staff Induction' in July each year and in September when staff have started at the school, but will also be delivered to staff who join the school at other points in the year.

As part of the school's on-going training programme, Behaviour Management training will be given to staff on a regular basis.

This policy also relates to policies on:

Anti-bullying
Online safety
Cyber-bullying
Attendance
Safeguarding
Students with SEND