



**STAMFORD
PARK TRUST**

BEHAVIOUR FOR LEARNING POLICY LONGDENDALE HIGH SCHOOL

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THIS POLICY APPLIES TO: All staff, students and parents

OWNER/AUTHOR: Head of School/Deputy Headteacher (Inclusion)

ESTABLISHMENT LEVEL: School

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**LEGAL FRAMEWORK/STATUTORY
GUIDANCE:**

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1. Introduction

Longdendale High School holds the behaviour and attitudes of our students in the highest of importance. The culture of our school is one of positive optimism and we expect the Longdendale community to share these values. Effective behaviour for learning allows for the highest levels of progress to be made and this, in turn, increases the future life chances of our students. We want all who learn here to leave understanding that their positive behaviour and attitudes will enhance their lives.

This policy details the expectations the school has for our students, and it is written to ensure that all our partners (students, parents/carers, colleagues and the wider community) understand our guiding principles.

We are proud to be an inclusive, comprehensive school – our Behaviour for Learning policy supports us in this endeavour. Behaviour choices may have complex, multi-faceted causes and we are committed to working with families to ensure these are investigated and addressed.

The responsibility for behaviour choices rests with the student. They are responsible for their actions and consequences will result from these. Rewards for positive behaviour and attitude choices and sanctions for poor behaviour and attitude choices. Students, school staff and parents/carers will work in partnership to ensure that learning is not disrupted by poor behaviour.

2. Rewards

Rewards and celebrating success are an important part of life within Longdendale High school with students' success both within and outside the classroom rewarded. Rewarding students makes them feel valued, builds confidence and pride and motivates them to achieve. In addition, rewarding good positive behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. We want all students to recognise this is part of their character and how they will leave behind a legacy.

Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:

- Praise and encouragement
- Legacy points
- Postcards home
- Certificates & badges
- Attendance Awards
- Celebration Assemblies
- Award Ceremonies
- Reward trips
- Value cards
- Appreciations
- Golden tickets

Value cards

Students can be awarded a values card throughout the school day when they demonstrate one of our school values of respect, resilience or aspiration. This will be issued by a member of staff and students can post them into the reward post boxes. The cards will be collated, and all legacy points inputted onto Classcharts.

Golden tickets

Students will have the opportunity to be awarded one golden ticket at the end of a lesson or by sharing their masters of knowledge book at the ambition table. Once awarded a golden ticket students will be able to place them into the post boxes to go into the end of term assembly prize draw.

We understand the importance of recognising, praising and rewarding our students in a way that is meaningful to them. We will ensure that, regardless of ability and age all students across the school will be able to benefit from the rewards process. We follow a positive behaviour policy and therefore students can earn legacy points throughout the school day both in and out of lessons. Each lesson, students can earn legacy points for getting the basics right.

Legacy points are recorded as a running total on Class Charts and are shared weekly during tutor time and in Monday assemblies. Parents and carers may also view the running total for their child via Class Charts.

Rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. Students are rewarded through achievement points and awards/badges as follows:

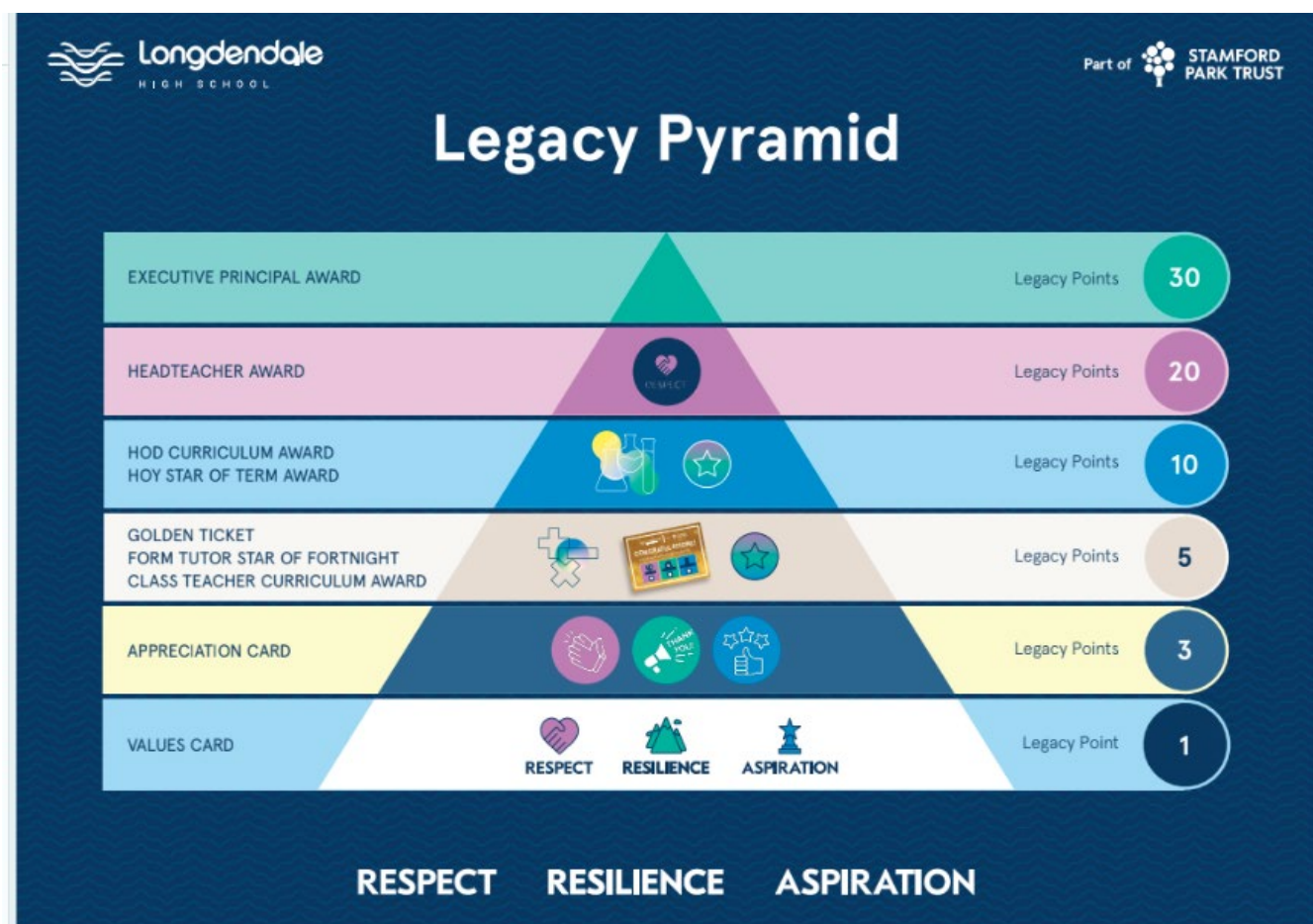
Legacy Points	How to boost your balance
1-3	<ul style="list-style-type: none"> ✓ Excellent contribution to class discussion ✓ Trying a new task independently ✓ Excellent effort in a lesson ✓ Helping another student ✓ Acts of respect/kindness to others ✓ Picking up litter ✓ Helping a visitor ✓ Excellent collaboration or teamwork
5	<ul style="list-style-type: none"> ✓ Equipped for the week (Longdendale 7) ✓ 100% attendance for the week ✓ 100% punctuality for the week ✓ Full, correct uniform

10	<ul style="list-style-type: none"> ✓ HOY award ✓ Supporting fellow students in form time Assisting Form Tutors and Head of Year <ul style="list-style-type: none"> ✓ Assisting with open evenings/school events ✓ Contribution to the local community ✓ Voluntary work ✓ Excellent contribution to sports events, musical events, shows or performances. ✓ Mentoring of younger students ✓ Participating fully in remote learning for all subjects. ✓ Earning a Reward Postcard from a Head of Department or Senior Leader ✓ Earning a Curriculum/Literacy/Attendance/Achievement/Pledge Badge ✓ Earning a Form Tutor/Head of Year Award
20-30	<ul style="list-style-type: none"> ✓ Headteacher Award Badge ✓ Executive Headteacher Award Badge

The school's values of Respect, Resilience and Aspiration are a key element in securing success both at school and in future. . To ensure these values are reinforced, when a student displays the values, they should receive a reward and be congratulated for taking an interest in their own improvement.

Each Monday celebration assemblies are held for each year group to celebrate achievements and significant improvements for individuals and groups of students. At Christmas and Easter and during the summer term, the celebration takes place as a whole school assembly.

Students' individual achievement point balances are celebrated with the following rewards:



Students may also choose to spend their reward points by exchanging them for small prizes at the school reward shop / ambition table. These include stationery items, books and vouchers.

Every September will be a fresh start (points will be reset at zero and students will work towards certificates and badges for that school year). There will be further recognition in Year 11 for those students who have accumulated badges, at least up to the gold threshold, in each of their five years at school.

Reward	Badge
Executive Principal Award – Termly	Executive Principal Badge
Headteacher Award – Weekly Nominated by staff for outstanding contributions to school / within a subject area / in the community.	Core Value (Respect, Resilience, Aspiration)

Curriculum Award – Termly Nominated by departments for academic excellence or most improved in a subject area including literacy.	Subject Badge (most improved and academic excellence)
Attendance Award – Half termly Based on attendance per term.	Attendance Badge (Bronze/Silver/Gold)
Student Leadership – Year 11 Based on role within Student Leadership body.	Named Badges (outlining role e.g. Form Rep)
Anti-Bullying Ambassadors / Smile Team (on appointment to role) Based on role within the Anti-Bullying team.	Smile Team Badge Anti-Bullying Ambassador Badge Diana Award Badge (upon completion of training)

3. Attendance and Punctuality

The highest levels of attendance ensure academic attainment. It is for this reason that we encourage all students to strive for 100% attendance. To achieve this, we will celebrate and reward 100% attendance each week with legacy points. Students who, during a half-term, have 100% attendance will receive an attendance certificate in recognition of this achievement.

If a student is late to school, they will sign in at the Late Desk, they will have their Standards Card signed and will then go to Form Time

If a student is late twice in the same week, they will receive a C2 Lunchtime Detention, issued by the Attendance Team

If a student is late after 9am (U Code) they will receive a Tuesday or Thursday afterschool detention, issued by the Attendance Team

If a student is repeatedly late after 9am (U Code), the sanctions will be escalated to SLT Detention, HT Detention.

4. Smart Start - Smart Depart

At the start of form time and each classroom lesson, students will be welcomed by their teacher at the door. At this point students will prepare themselves for the lesson by retrieving their equipment from their bag and placing it on the table in front of them. Students will then complete the *Do now* activity whilst the teacher completes the register. At the end of the lesson, students will be instructed to pack their equipment away, tidy their work area and stand behind their chairs. The teacher will dismiss the students a few at a time and they will leave the room in an orderly manner.

5. Equipment

For a student to have successful lessons they must ensure that they carry their full equipment with them to school and all lessons. The basic expectations for equipment that all students should carry is listed below: - Do we need to add Zip Wallet / Mastery Sheets / Masters of Knowledge / White Board, pen, rubber

- Black / blue Pen
- Green pen
- Pencil
- Ruler

Scientific calculator

- Standards card
- Lanyard holding their timetable
- Zip Wallet containing their Mastery Sheets, Masters of Knowledge, White Board, White Board pen and White Board rubber

If a student loses any of the following items, it will result in them having to pay for a replacement and being placed into an Afterschool Detention (Tuesday/Thursday):

- Lanyard
- Zip Wallet
- White Board

6. Sanctions (in class behaviour system)

If a student makes poor choices in respect of their behaviour or attitude sanctions will be applied. The staff member will consider the type and context of the behaviour when applying sanctions. Whilst the formal sanction process listed below will usually follow the staff member's use of measures to refocus and reengage the student, there will be times when serious behaviour requires earlier stages to be bypassed. The Form Tutor and Head of Year is central to a child's educational experience at Longdendale, they will ensure close contact is maintained between home and school in respect of lower-level behaviour incidents. Should a student accumulate several sanctions the school may decide to incorporate these into one or more higher level sanctions.

At the initial stages of lower-level poor behaviour, the staff member will use strategies to refocus and redirect the student to make the right behaviour choices and the standards card.

Every Student will have a Standards Cards on their person whilst on corridors and on their desk in lessons. Any students who does not have their Standards Card, will be issued with a replacement and given an After School Detention (Tuesday / Thursday). A member of staff will sign the Standards Card for a verbal warning or for a Corridor Correction e.g. not being in full uniform. Students arriving late to lesson will have their Standards Card signed by their class teacher. This is not their Verbal Warning.

Classroom Behaviour Policy Visual



7. Sanctions (out of class behaviour system)

When transitioning around the school students are expected to uphold our values. If a student does not meet our basic expectations such as disruptions in the corridor or not wearing the uniform correctly, they will be issued with a corridor correction (CC) and their standards card signed.

Homework is of vital importance to ensure student success. As such, we expect all students to complete work that is set by their teachers. Students who choose not to complete their homework will be issued a faculty detention and this will be recorded on Class Charts.

Students who receive three or more behaviour incidents in a week will be placed on report to their form tutor for a minimum period of two weeks. If improvement is not made the student will be placed on report to their Head of Year for a further two weeks.

Whilst many behaviours may be challenged by the teacher first refocussing the student to the desired actions and then commencing the C System above, there will be occasions when more serious behaviour will be immediately escalated to a higher point without starting from a C1.

At the end of the lesson or, in the case of double periods two lessons, the grade a student reaches on the C system is reset. Each lesson is intended to be a fresh start.

Students who fail to attend a detention or whose behaviour is not appropriate during the detention will automatically be escalated to the next level.

Once a sanction has been issued it cannot be “earned back” by positive behaviour choices, it will be recorded as appropriate, and any sanction will be served.

It may be appropriate to modify how the duration of a sanction is spent. This may include an appropriate social sanction such as litter picking, cleaning up a mess they have made or repairing damage they were responsible for. If there is a cost associated with damage the school may request a contribution from parents/carers even if the damage was accidental.

Should a student not attend or leave a lesson without permission they will be receive an Internal Truancy from lesson, resulting in the student being placed in After School Detention .If there is a second occurrence of not attending or leaving a lesson the same day, the student will be placed into Reset for the remainder of the day and receive the sanction of After School Detention at the next available opportunity.

The school is proud to play a key role in the community, as such we may issue sanctions that occur out of school; on the journey to and from school; during holidays and whilst on school trips.

When students are wearing the school uniform, they are representing Longdendale in the wider community. As such, any form of anti-social behaviour not only reflects poorly on the individual but can also bring the school into disrepute.

It is essential that students always conduct themselves responsibly and respectfully when using transport to and from school. Failure to do so will lead to school sanctions being applied and potential bus bans.

Please refer to our “Student behaviour expectations when travelling on buses” policy in Appendix 4

There are times when the school will consider it appropriate to remove a student from circulation during lessons and/or social times and place them in isolation. Some reasons for this measure include:

- To allow for the full investigation of a serious incident
- Whilst waiting to be collected by a parent/carer following a fixed term exclusion
- In place of a sanction or as a sanction
- For failing to follow a school policy such as uniform.
- Following disrespectful behaviour.

A student may be withdrawn into the Reset Room or elsewhere. The location will be determined by the school. Whilst out of circulation students will be expected to complete work set by the supervising member of staff.

The list below provides examples of sanctions that a classroom teacher or the school may put into place. With the exception of a Permanent Exclusion, all internal behaviour sanctions issued by the school are final, there is no right of appeal for parents/carers. This is not an exhaustive list:

- Verbal reprimand and reminder of expectations
- Setting of written tasks which may involve an account of their behaviour
- Loss of privileges such as responsibility or leadership role
- Detention
- School-based community service such as tidying a classroom or reparation to vandalised equipment
- Regular reporting to staff – this may involve daily meetings with a named member of the pastoral team. These meetings will support the student in making the correct choices. They may also involve regular checks, such as for uniform or equipment.
- Removal from lessons for a fixed period (likely in the event of persistently poor behaviour choices) where 1:1 support will be offered to the student in order to reintegrate the student back into their lessons. Students will remain in the remove room for the duration of the lesson from which they were removed. Once the student has reflected on their conduct and it is safe to do so, the student will return to their next timetabled lesson. If a student is removed for a second time in each day, they will remain in the remove room for the remainder of the day and be placed into Internal Exclusion at the next available opportunity.
- Internal Exclusion (RESET room) – The student is placed into the Internal Exclusion room for a fixed period wherein the student will continue their learning and be in receipt of targeted support or interventions aimed at reintegrating the student into their lessons.

- Step -Out – The student is expected to attend a partner school for a period of time as an escalation of poor behavioural choices or as the result of a one-off serious misdemeanour.
- Suspension – At the direction of the headteacher, a student may be suspended from school for a fixed period of time. The student will receive work for them to complete for the duration of the suspension. Please refer to the school's policy 'Student Suspension and Exclusion Policy' for further details. This can be found on the school's website.
- Permanent Exclusion – At the discretion of the headteacher, a student may be permanently excluded from school. This is used only as a last resort when the student has demonstrated high levels of persistently disruptive behaviour in school, or in response to a high-level one-off incident. Please refer to the school's policy 'Student Suspension and Exclusion Policy' for further details. This can be found on the school's website.

8. Uniform

The school has a clearly defined and communicated Uniform Policy. We expect that all students will wear their uniform fully and with pride. No items of jewellery are permitted to be worn by students on the school premises. A non-digital watch and a single studded earring in each ear lobe is permitted.

Should a student not wear the required uniform in the required manner the school will take the following actions:

- seek an immediate resolution, if possible, we hold a small stock of uniform that we can lend to students.
- allow the student to return home to correct their uniform following parental approval being sought
- if a resolution is not reached the student may be isolated in school for that day
- we expect students to wear their uniform and behave in an appropriate manner on their journey to and from school.

9. Prohibited Items, Searching and Confiscation

The safety of our community is of the highest priority to the school. The school has the authority to search for prohibited items without consent if we have reasonable grounds to suspect that a student may be in possession of them. While we always seek to deescalate challenging situations by using dialogue, the school staff also have the authority to use reasonable force in order to control or restrain students. Parents / carers will be informed when a search has taken place and the outcome of the search.

The following list (which is not exhaustive) lists some of the items that are prohibited:

- fireworks
- drugs
- alcohol
- stolen items
- bladed articles

- tobacco and related items
- e-cigarettes and related items
- weapons or items that may be used as weapons
- pornographic images and video
- aerosols of any kind
- energy drinks
- any item that may be/has been used to commit an offence, cause damage or injury to person or property.

Confiscated prohibited items will not be returned to the student, they may be passed to the police to form part of their investigation or for their disposal. Further details about the searching and confiscation of children in school may be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The school operates a strict no-smoking policy across the entire site, students may also be sanctioned for smoking on their way to and from the school site and at all times when wearing school uniform or on external visits. This includes the use of e-cigarettes. Students who transgress this will be placed into the remove room under the supervision of staff. The staff may decide that a First-Aid check is required. The student will be placed into Internal Exclusion at the next available opportunity. Herein, the student will be offered support to stop vaping or smoking (this may be facilitated by an external agency), with education surrounding the health implications also being delivered. Parents/carers will be informed. Sanctions may be escalated for further occasions of smoking and parents/carers will be invited into the school to discuss their child's behaviour. Smoking cessation advice will be offered, this is a confidential service and children who are considered competent to make decisions about their medical care may access this without the service informing parents.

10. Mobile Phone and Electronic Devices

Electronic devices such as mobile phones, headphones and smartwatches are not to be used during the school day. We have a gate-to-gate policy. Mobile devices (and other electronic devices) are a distraction to learning and it is for this reason that they must be always switched off and in their bags during the school day. If a mobile phone, headphones or smartwatch is seen or heard at any point during the school day, the student will be asked to hand their device over to a member of staff. Family members such as parents can collect the device from the office that day. If a student refuses to hand over their device, a senior member of staff will be called upon to collect the device. The student will be placed into reset at the next available opportunity and the phone returned to the student at the end of the SLT detention.

The school may confiscate mobile technology or other items if it forms part of a safeguarding concern. It may not be appropriate to return the item(s) until a discussion with the police has taken place. Staff are not responsible for the loss or damage of any confiscated items.

11. Aerosols

The sensible use of aerosols for many people poses little risk to them or their health, however for others they can pose a serious risk and threat to their ability to breathe. In line with the advice from Asthma UK, **Longdendale is an aerosol free zone.**

Due to the serious nature of the risk posed the school will issue appropriate sanctions to any student who discharges an aerosol whilst on the school site or on their journey to or from school. This is likely to be at least at the C3 level.

Students who bring aerosols or perfumes to school should expect to have them confiscated and the school will dispose of them.

12. Serious Incidents

It is impossible to provide a comprehensive list all serious incidents but the following list serves as an indication of the types of incidents that are considered by the school to be serious:

- physical assault against a student including fighting
- physical assault against an adult
- verbal abuse and threatening behaviour against a student
- verbal abuse and threatening behaviour against an adult
- instigating violence by involving other people, not necessarily from our school community
- carrying/use of fireworks
- bullying
- racist abuse
- homophobic abuse
- sexual misconduct
- theft both in or out of school
- the handling of stolen items
- damaging property
- serious challenges to authority
- persistent disruption of learning
- serious breaches of the ICT code of conduct
- drug and alcohol related incidents – this may include the use of a legal substance
- possession of a weapon, including replica/training weapons
- possession of other prohibited items
- misuse of medication
- misuse of aerosols
- misuse of electronic equipment
- making malicious allegations against a member of staff
- inciting others to break the school rules
- inciting others to commit a violent act
- behaviour that endangers themselves or others
- behaviour which brings the school into disrepute and/or damages the reputation of the school, even if this behaviour occurs outside of school time/premises

- behaviour that causes great anxiety or upset to others (even if this was intended as a joke) the recording/filming any of the above incidents taking
- dealing with drugs at school will result in a permanent exclusion
- use of drugs or alcohol may result in a permanent exclusion
- deliberate misuse of the fire alarm may result in a permanent exclusion.

Serious incidents will be fully investigated and they may result in the most serious of sanctions including a fixed term or permanent exclusion. Incidents in schools are required to pass the civil standard of proof of being more likely than not to have occurred and/or have been committed by a given student. The above, non-exhaustive, list of behaviours may also result in a report being made to the police.

The provisions of this policy apply to incidents both during and outside of the school day and on and off the school premises. The Headteacher or other staff member deputising for the Headteacher may choose to investigate any incident that occurs outside of school hours or premises should they consider that it may have an impact in the safe and effective operation of the school or its community or damage the reputation of the school.

In extreme circumstances a staff member may be required to use reasonable force to prevent students from hurting themselves or others, from damaging property or from causing disorder. All members of school staff have a legal power to use reasonable force. Please refer to Department for Education guidance on "Use of Reasonable Force" should you have any concerns.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Revised_July_2015.pdf

13. Child-on-child abuse:

Longdendale High School has a zero-tolerance approach to any form of child-on-child abuse ensuring that we act immediately and proportionally to any disclosures, allegations or concerns raised or identified. This may include, although not limited to, child-on-child sexual violence, sexual harassment and online incidents.

More information and guidance can be found in our safeguarding policy.

14. Suspensions and Exclusions

Suspensions are the most serious sanctions a school can apply for a student's poor behaviour. At Longdendale they may take one of four forms:

- Internal – Served within the school.
- Off-site direction / Step-out – Served at a partner school for a fixed period of time.
- Suspension – Served at home for a fixed period of time.
- Permanent – The student no longer attends the school.

14.1 Internal Exclusions (RESET)

These are served in the school. Students who are serving a full day will arrive at school at 8:30AM and are separated from the general school populations until they finish for the end of the school day. Bags and coats will be collected before the student enters the internal exclusion room. Students are required to sit in silence and complete the work that is assigned to them. If required lunch will be collected from the dining room for the student to eat in the isolation room.

14.2 Suspensions (Fixed Term Exclusions)

These may be for a half-day, single day, a number of days or a lunchtime or number of lunchtimes. In the event of a serious incident requiring the student to be given a suspension the school will call a parent/carer on the day the decision is made. We will explain the reason for the suspension and the durations. A letter will follow this discussion which will detail:

- The duration of the suspension
- The reason for the suspension
- Your duty to ensure that your child is not present in a public place during the school day whilst suspended
- The arrangements for any reintegration meeting
- Your right to appeal the suspension.

Please refer to the School's policy 'Student Suspension and Exclusion Policy' for further details. This can be found on the School's web-site.

14.3 Alternative Provision

There are infrequent occasions when it may be appropriate for the school to seek an alternative provision better suited to the needs of the child. This provision may be full-time or part-time, for a fixed period or until the child reaches the end of Year 11. All such provisions must be agreed by the school, the provider and the parents/carers.

14.4 Off-site Direction

Sometimes, and at its own discretion, the school may offer a managed move. This can only be undertaken with the consent of the parents/carers. A managed move is an agreement between Longdendale and another secondary school. It allows the child to attend an alternative school for a period of 8 – 12 weeks. If the new school considers that the move has been successful they will move to the new school's roll on a permanent basis, otherwise, the student will return to Longdendale. An off-site direction may be used at our discretion for a number of reasons including: persistent poor behaviour, following a serious incident or to resolve poor attendance. There is no guarantee that an alternative school will be in a position to accept a managed move.

14.5 Permanent Exclusion

The Headteacher will permanently exclude a student only as a last resort. A permanent exclusion may follow a single, very serious incident or persistent poor behaviour choices. In the case of persistently poor behaviour choices the school will support the child with achieving an improvement to their poor behaviour choices. The school will seek to ascertain if there are any undiagnosed and therefore unmet needs that may be contributing to the poor behaviour.

In the event of a child receiving a permanent exclusion there are a number of points that parents and carers should be aware of:

- The governing body is required to review the Headteacher's decision, you will be invited to attend part of this meeting in order to present your views of the exclusion.
- Should the exclusion be upheld by the governing body you may appeal to an independent panel which will be arranged by the local authority.
- We will explain how you may instigate the appeal in a letter that will be sent to you following the governing body's upholding of the school's decision.
- It is the responsibility of the local authority to provide the child with a full-time education from the sixth school day following the permanent exclusion.

Please refer to the School's policy 'Student Suspension and Exclusion Policy' for further details. This can be found on the School's web-site.

15. Escalation of Support

The school will respond to persistent behaviour by increasing the support offered to the child.

15.1 Report

Following three instances of poor behaviour in a week, your child will be placed on report to their form tutor. This will initially last for two weeks but may be extended to four weeks. This may be escalated to Head of Year or Senior Leadership Team (SLT) report. Families will be communicated with both when this is instigated and at its conclusion. Should the required improvement in behaviour not be demonstrated they may be escalated to an Individual Behaviour Plan (IBP).

There will be four levels of student Reports

Stage 1 – Form Tutor Report

Stage 2 – HoY / PSW Report

Stage 3 – SLT Report

Stage 4 – Headteacher Report

15.2 Individual Behaviour Plan

An IBP formally brings together all the challenges for the student and support available from the school into a document. This is undertaken by the Head of Year in conjunction with the senior link, parents/carers and the child will be involved in the creation of the IBP. The IBP will be formally reviewed every four weeks. If the child's behaviour improves, they will be stepped back to report level.

15.3 Pastoral Support Plan

Should the required improvement not be achieved by the above methods your child may be placed on a PSP which will be overseen by a senior member of staff at the school. At this stage the school considers that your child may be at risk of permanent exclusion from the school. Additional measures that may be considered at this stage include reintegration timetable, off-site direction, a school governors' panel and additional support from both within and outside the school. The PSP usually lasts for 12 weeks will be formally reviewed every four weeks. If the child's

behaviour improves, they may be stepped back to the IBP or report level. Families will be communicated with throughout the process.

The school are proud to have formed strong partnerships with many of the local services to assist young people and their development. Many of these offers practical support to young people and their families to overcome challenges. Where a need is identified, the school will seek to make a referral to an appropriate partner organisation. It should be noted that there are occasions where a young person has the right to access services without the knowledge or consent of parents/carers.

16. Reasonable Adjustments

The school is aware of its obligations under The Equality Act and are sensitive to the needs of students who have diagnosed SEND. Consultation may be made with the SENDCO to ascertain the need for reasonable adjustments to be made to any applied sanction. Any breach of the Behaviour Policy that is made because of a child's poor mental health may result in the school insisting that a medical fit note be provided confirming that the child's attendance at school is appropriate. Appropriate professionals who can provide this fit note include CAMHS workers, mental health practitioners or the student's General Practitioner.

17. Student and Staff Transition

When a new student commences their education at Longdendale High School they are in receipt of a full induction programme aimed at teaching the students the rules, routines, social norms and expectations during their time at Longdendale High School. This programme is for all Year students during transition and also for any new, in-year transfer students and students on a managed move. These expectations are regularly reviewed with students during assemblies and form time activities.

New members of staff also have an induction when they join Longdendale High School. This includes all full-time, part-time and temporary staff. The induction programme for behaviour is delivered by a senior member of staff. Staff are also in receipt of CPD sessions throughout the year in which generic sessions and tailored sessions are offered to individual members of staff.

18. Leadership and management

The pastoral care of students at Longdendale High school is paramount to all members of staff at school. The following list of staff who are is not exhaustive when detailing those staff who are classed as Pastoral staff:

- Michael Chiles – Head of School
- Rachel Finley – Deputy Headteacher
- Mike Hollin – Assistant Headteacher
- Alex Glancey – Assistant Headteacher
- Jennifer Willis – Director of Primary Liaison and Transition
- Sarah Collins – Deputy Designated Safeguarding Lead
- Heads of Year
- Aspire Centre manager

- Pastoral Support workers
- SEN Team

All behaviour and rewards are administered and tracked using the Class Charts software.

This policy is reviewed annually by the local governing body.

19. Context

This policy should be read in conjunction with the following school/trust policies including:

- The Attendance Policy
- The Anti-Bullying Policy
- The Child Protection & Safeguarding Policy
- The Teaching and Learning Policy
- The ICT Policy and AUP
- The Home School Agreement
- External Visits Policy

Legal Framework/Statutory Guidance:

Section 51a of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
[The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils

Section 579 of the [Education Act 1996](#), which defines 'school day'

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

[The Equality Act 2010](#)

[Children and Families Act 2014](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.](#)

Appendix 1 – Behaviour Principles

Statement of Behaviour Principles

Purpose

The Education and Inspectors Act 2006 and DfE guidance (Behaviour & Discipline in Schools, 2016) requires the Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst learners.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

Longdendale High School is an inclusive school, and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving the long-term outcomes and life chances for our learners.

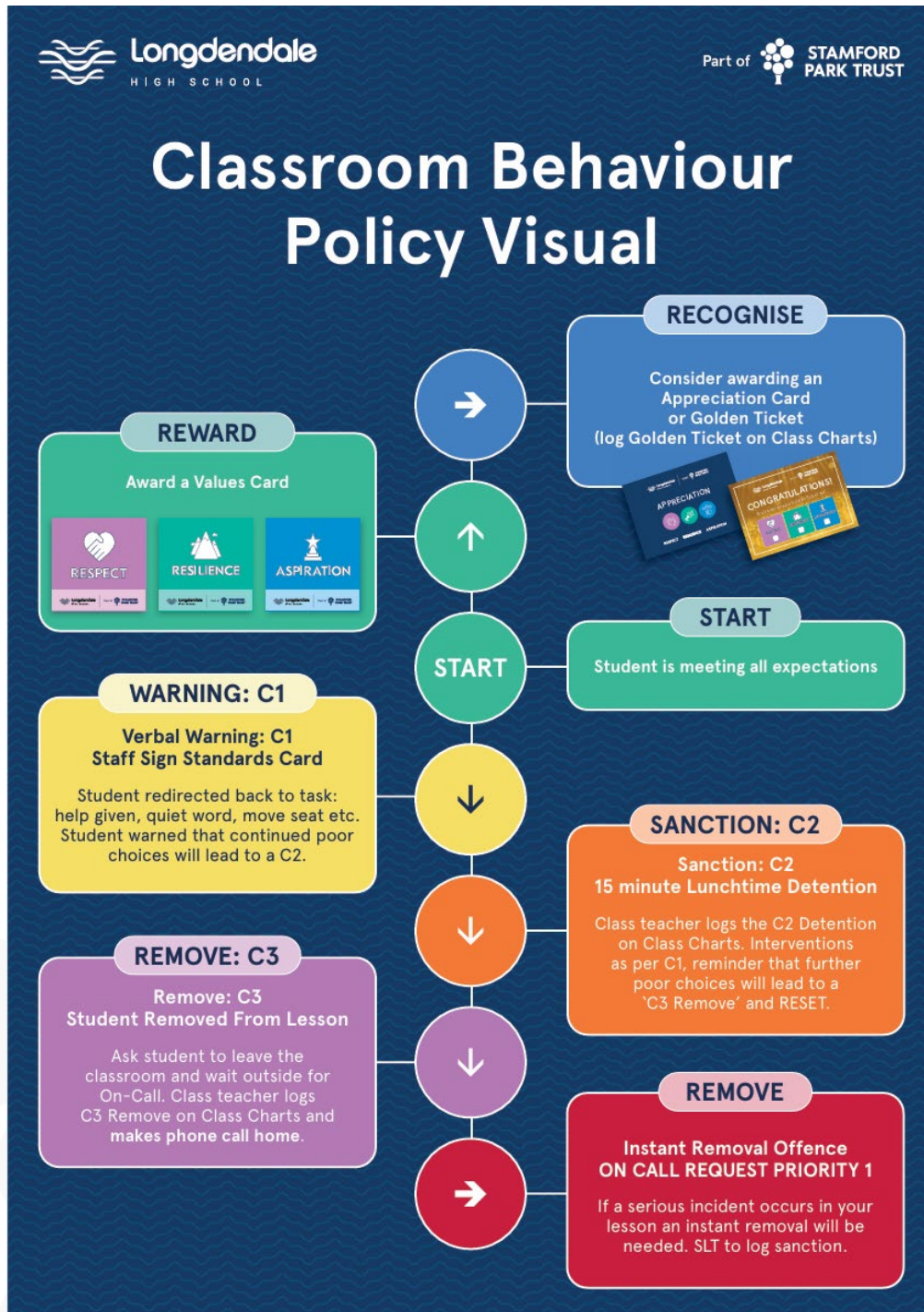
Principles

The Governors of Longdendale High School believe that high standards of self-regulated behaviour are essential to the effective running of a successful school and improves the life chances of the learners who attend the school.

- Longdendale is an inclusive school, and we believe in equality and valuing the individual - all members of the school community should be free from discrimination.
- All pupils, staff, visitors and other members of the school community have the right to always feel safe at Longdendale.
- Governors expect all members of the school community to behave responsibly and to treat each other with respect.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Homophobia, racism or sexism are not tolerated. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- Children have the right to learn and achieve their potential.
- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in the school.
- There are limited occasions when reasonable force may need to be used in order to protect people or property.
- The school's legal duties to comply with the Equality Act 2010 are reinforced through the Behaviour for Learning and Anti-Bullying Policies.

- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.
- The Governors believe that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to exercise discretion in their use.
- Sanctions should be applied fairly, consistently, proportionally and reasonably, considering SEND, disability and the needs of vulnerable children, and offering support as necessary.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

Appendix 2 – Behaviour System Overview



Appendix 3 – RESET Behaviour System Overview

