



## **Behaviour for Learning Policy**

**Revised: September 2017**

**Review Date: September 2020**

This policy should be considered in conjunction with the following associated policies and procedures:

- Attendance Policy
- Safeguarding Policy
- Longfield Academy Exclusion Policy
- Code of Conduct
- Student Data and Reporting Policy

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## 1.0 INTRODUCTION

Longfield Academy is committed to creating a fully inclusive learning community in which excellence is standard and all of its members feel safe, secure, challenged and supported. We have the highest expectations of all our learners, value them as individuals and celebrate their success. Our academy motto is “**Achieving Beyond Expectation**” and all this underpins everything that the academy does.

It is vital that there are the highest expectations of all our students to ensure that resources can be focused on achievement and well-being. All members of the academy are expected to agree to these expectations and ensure that they meet them.

The Behaviour for Learning Policy determines the clear boundaries of acceptable and unacceptable behaviour, the rewards and sanctions and how they will be consistently and fairly applied to promote our aim for students achieving beyond expectations.

This policy has been developed in keeping with the following legislation:

- Education Act 1996;
- School Standards and Framework Act 1998;
- Education Act 2002; Education and Inspections Act 2006;
- Education Act 2011;
- Ensuring Good Behaviour in schools (2012);
- This policy also acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN)
- This policy also reflects the guidance provided in the DfE Guide “Behaviour and Discipline in Schools” published in January 2016.

## 2.0 CORE PRINCIPLES AND VALUES

- The belief that the education and success of all our students is of equal value;
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and enhance life choices;
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously;
- Respect for the dignity of ourselves and others;
- Recognition that all members of our community have rights and responsibilities;
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the academy provides support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students;
- A commitment to developing individual potential and autonomy both inside and outside the classroom, encouraging and supporting students to manage their own

behaviours;

- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging;
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive;
- Recognition that the success of any academy policy depends on the understanding and support of parents/carers and as such, should be shared with them and their commitment to it sought;
- Praise and support positive behaviour.

### **3.0 IMPLICATIONS FOR THE ACADEMY CURRICULUM AND ORGANISATION**

- All involved in the planning, delivery and evaluation of the curriculum will recognise that the quality of teaching and learning has a significant impact on student and behaviour skills.
- High expectations in the classroom, consistently applied across the academy, will establish good behaviour as the norm;
- Students also learn by example. All staff and students have a responsibility to model what we expect;
- Students respond better to praise and encouragement than punishment. Teaching styles, working practices and classroom management should reflect this;
- All involved in the organisation of timetable and classes will avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities will be made on the basis of ability not behaviour, where possible;
- Opportunities are provided both within the classroom and in extracurricular events for students to develop personal and social skills and personal responsibility. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another e.g. charity activities, student and community events;
- Everyone needs help to manage behaviour issues at some point. The academy's management structure recognises this and provides clear ways in which staff can be supported; the academy's Student Support team provide the means by which vulnerable students are identified, monitored and supported. This is a fluid process that engages relevant stakeholders at all stages of the support;
- All students should be aware of the way in which the academy deals with incidents of bullying and how bullying should be reported. There is a Student Peer Mentoring Scheme to support individuals;
- The academy will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice;

- In its practical strategies for intervention the academy will make full use of support from the wider community, including early help, multi-agency teams, AWOs, partner academies, police, social services, etc.; The communication systems of the academy will ensure that parents /carers are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

#### **4.0 RIGHTS AND RESPONSIBILITIES**

The principles and expectations of appropriate behaviour as defined within this policy apply equally to staff, students and visitors to the Academy; each member of our community is entitled to key rights and is expected to fulfil key responsibilities namely:

##### **Rights:**

- To enjoy learning in a positive environment;
- To be respected;
- To be safe;
- To be accepted;
- To be listened to.
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##### **Responsibilities:**

- To be equipped and prepared for learning;
- To maximise learning through regular attendance and punctuality;
- To be familiar with and follow all rules of our Academy;
- To respect and listen to all members of our Academy;
- To care for all in our Academy community.

#### **5.0 DEFINING BEHAVIOUR**

The Academy defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all students in terms of their relationships with other students, teachers, staff and visitors or community members both inside and outside the Academy.

An understanding of and practice of the Longfield Attributes is central to this:

- Collaboration
- Determined
- Independent
- Curious
- Creativity

Unacceptable behaviour is defined as being any activity, which has an impact on the learning, well-being or reputation of themselves or others. The Academy has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

#### **6.0 ROLES AND RESPONSIBILITIES**

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on the learning ethos of the academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

### 6.1 The Governing Body

- Defines the principles underlying the academy's behaviour and attendance policy;
- Ensures that all aspects of the policy promote equality for all students and addresses individual needs;
- Monitors and evaluates the implementation of the policy by receiving reports and data;
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

### 6.2 The Principal and the Academy Leadership Team

- Promote positive behaviour and excellent attendance;
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied;
- Ensure that the academy promotes equality for all students and addresses individual need
- Monitor and analysis data and information of sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively;
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Behaviour Support Mentors and Inclusion Team, Attendance Team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support these systems.

### 6.3 Form Tutor

It is important that Form tutors take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a student;

If the Form tutor considers that their efforts to gain support from parents is no longer working or the matter is of a more serious nature then a referral should be made to the Assistant Head of College or Behaviour Support Mentor, who can then decide on what further action should be taken.

### 6.4 Behaviour Support Mentor

- The Behaviour Support Mentor should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support teachers and form tutors where efforts have been made to gain parental support but have not proved successful;
- Provide support programmes as appropriate for identified individuals and groups;
- Keep the Assistant Head of College and where applicable, the Head of College, aware of incidents, developments and seek their advice on appropriate action;
- Work in partnership with the Student Support Team/Early Help on appropriate courses of action for identified student;
- Communicate with parents/carers re concerns and provide advice or support for families/individuals, in liaison with College Leaders/Student Support
- Monitor individuals or groups to allow for early intervention and review of support

- provided;
- Evaluate support for individuals through reports to the College Leadership team.

### **6.5 Teachers and Learning Support Assistants**

Ensure that the policy is consistently and fairly applied in and out of class;

- Take responsibility for the leading of behaviour management that encourages positive behaviour in their own classrooms/groups;
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded;
- Follow the Refocus behaviour and consequences system;
- Log events both positive and negative on the Behaviour watch system;
- Model in their own actions the expectations the academy has for students;
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern;
- Through tutor programmes and lesson content encourage the development of social, emotional and behavioural skills;
- Provide support programmes for identified individuals and groups;
- Communicate with the curriculum lead, Behaviour Support Mentor and college leadership team, any concerns about students behaviour.

### **6.6 Support Staff**

- Ensure that the policy is applied consistently outside the classroom as well as in lessons;
- Provide role models for students in their own actions and dealings with others;
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance;
- Communicate with college leadership teams, Student Support, Behaviour Support Mentors, any concerns about student's behaviour.

### **6.7 Parents and Carers**

- Take responsibility for their child's behaviour and attendance;
- Support the academy's core beliefs on positive behaviour management;
- Support the academy in carrying out sanctions and celebrating success;
- Communicate with the academy when concerns arise.

## **7.0 SUPPORT FOR STUDENTS**

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The academy will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

The Student Support team and College Leadership teams will:

- Identify students at risk and to decide the most suitable course of action for their support. This may include referral to an outside agency;
- Act on information and referrals from other staff through the Behaviour Support Mentors, Assistant Heads of College or Heads of College. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made;
- Provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management, self-esteem, grit and resilience workshops;
- Liaise with parents and other agencies;
- Advise on appropriate alternative curricula;
- Advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions or data protection regulations;
- Monitor individuals to measure the impact of support and progress.

### 7.1 Outside Agencies

The academy will act as part of a wider community of support. Some students will benefit from referral to another agency for:

- Alternative curriculum provision for respite;
- Assessment leading to: specific SEN support or a planned programme within the academy. The support outlined above will be provided within the following context:
- The academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion;
- The academy will work within the wider community and communicate with and take advice from other professional bodies;
- All referrals will be mindful of a child's SEN where appropriate and the academy will therefore act in accordance with the policy for SEN;
- The Student Support team will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage;
- All support programmes will contain targets for improvement and regular review. The academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

### 8.0 STAFF SUPPORT

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff is able to implement this policy effectively the academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom;
- Identify the way in which more senior staff will support behaviour issues;
- Provide regular training, particularly for staff either new to the academy or the profession, on positive teaching strategies;
- Provide staff with training on issues of racial harassment, and other forms of bullying/prejudice so that they are best able to be responding appropriately;
- Use other professionals and consultants from outside the academy to give advice and training;
- Employ a range of staff within the academy, to support the work of teachers in

creating a positive learning environment. The academy recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness. The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation;
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like;
- Advice on deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc. and provide, through the Inclusion Team, the process for further referral when required;
- Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis;
- Opportunities for staff to observe good practice in other lessons or academies;
- A Staff Development Programme (CPD) that is closely linked to individual performance management targets;
- Opportunities in subject/ support for learning meetings to discuss issues and share ideas;

## **9.0 SUPPORT FOR PARENTS**

Expectations of parents/carers involvement in supporting attendance and good behaviour should not be taken for granted but made explicit. The academy will therefore make this policy clear to all parents/carers at all Open Evenings and Induction events before new students join the academy.

The Behaviour for Learning Policy will be made available to parents /carers on the academy website and available to all parents via consultation events, Parent Voice and KS3/4 information events. All reports and communications to parents about progress will also stress behaviour and attendance so that parents are kept up to date (see appendix 1 Attitude to Learning grades).

College Leadership Teams, Behaviour Support Mentors and the Student Support team will work to support parents, either meeting in school or home where possible or other appropriate venues for those who find it hard to come to academy. Parents will always be contacted as soon as there is any concern so that they are involved immediately;

Parents/carers will also be contacted via telephone, postcard, letter or in a meeting when praise for achievement or improvement has been made;

Arrangements will be made to communicate in the home language where this might be necessary.

## **10.0 CONSULTATION**

Staff, students and parents/carers will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In staff training sessions and meetings 3 times per annum;

- In Student Voice meetings at least annually;
- Through parental consultation evenings and information evenings

## 11.0 BEHAVIOUR DATA

Rewards and sanctions will be monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEND
- Age
- Pupil Premium/FSM

Behaviour data will be monitored by:

- Comparing half-termly statistics and annual totals for rewards, sanctions and attendance.
- Comparing group attendance data over time and looking for patterns
- Weekly monitoring of Behaviour (Behaviour Support Mentors) and Attendance (Attendance Team) looking for patterns.
- Monitoring individual's rewards and sanctions to identify progress or cause for concern, taking appropriate action.
- Observation of lessons/ tutor time/break-time.

## 12.0 ACADEMY REWARDS AND CELEBRATION

### 12.1 Rewards

The expectation of Longfield Academy is that students will respond to positive behaviour and reward procedures. Rewards are a vital part of our students' experience at school and we need to ensure that every student feels noticed and appreciated for working hard and doing their best. We need to reinforce that making good choices is worth it.

A range of meaningful rewards helps staff to motivate and congratulate students and therefore improves commitment to learning and levels of engagement.

#### Methods of reward:

- Postcards home;
- Phone call home/ Phone call Fridays;
- Verbal praise;
- Recognition in the Newsletter;
- Recognition via Twitter;
- Celebration assemblies;
- Rewards trips;
- Special prizes;
- College competitions;
- Display of students' work and success around the school.
- Personal and Community Award, annually presented to those students who achieve the criteria for Bronze, Silver, Gold.

### 13.0 SANCTIONS AND RESTORATIVE PRACTICES

Sanctions are only effective if used rarely, appropriately and consistently. The Academy uses range of appropriate strategies to deal with unacceptable behaviour by students, including:

- Use of a common restorative language;
- Restorative conversations;
- Verbal reminder of appropriate behaviour;
- Teacher led sanctions;
- Faculty lesson removal;
- Use of the Internal Exclusion room;
- Referral of concerns to: class teacher, tutor, behaviour support mentor, Assistant Head of College, Curriculum leads, Head of College, and Principal ;
- Use of detentions;
- Withdrawal of privileges;
- Communication with parents via phone and then letter;
- Meetings with parents/carers;
- Referral to the Student Support Team
- Behaviour meeting with Governors

### 14.0 ACADEMY SANCTIONS PROCEDURES

The list below shows the notification of consequences for in and out of class behaviours.

1. Students will receive a verbal warning from the class teacher and name on the REF board.
2. Second warning given and name ticked on the board.
3. Students will be exited from the class to an exit room with another teacher and then will be issued with a 15 minute detention which they will be required to serve at lunch or break time.
4. Failure to attend this in-school detention will result in a second opportunity before parents/carers are contacted and notified of poor behaviour/attitude and will be issued with a 1 hour after school detention. This is led by the College/Curriculum area. Failing this sanction will result in a day spent in the Internal Exclusion Room. Another non-compliance will lead to a Principal's meeting with parents.
6. Students will receive a 1 day internal exclusion and be required to complete all work set whilst following all IER rules and expectations. A Personal Support Plan (Internal) will be completed between student and significant adult in the academy. This will be shared with parents/carers
7. Students will be excluded from school for 1 day and then complete 1 day in the Internal Exclusion Room demonstrating satisfactory effort and behaviour before being allowed back into lessons. Failing the reintegration process or repeating negative behaviour will result in a further fixed term exclusion.
8. Students will be removed from normal school routine for a set period of time as agreed at the parental meeting. During this time their future at Longfield Academy will be evaluated.

9. Persistent negative behaviour and refusal to comply with consequences will be referred to the Principal. You will be required to meet with the Principal and Head of College with your parents and may be temporarily moved to another school (managed move) whilst permanent exclusion is considered.

At every stage staff are expected to log the incident and follow up on behaviour Watch. College Leadership teams analyse this data weekly.

#### **14.1 Detentions**

The Academy uses detentions in line with the consequences listed. These can include lunchtime (20 minute), break time (10 minute) and after school detentions (30 mins - 1 hour). The academy also uses school based community service detentions which can include picking up litter, weeding the school grounds, tidying a classroom/ communal area and removing graffiti.

Parental consent is not required for detentions. This is in line with DFE guidance detailed in the "Behaviour and discipline" document from January 2016. However parents will be informed by staff of any after school detention and their support for such a sanction sought.

All detentions are logged by staff on behaviour Watch and analysed weekly.

#### **14.2 Internal Exclusion Room**

The academy uses the internal exclusion room as a sanction for any student who reaches level 5 on the consequence list. The student is expected to complete their normal school work but without interaction with other students. The student will be in the internal exclusion room from 8.40 am to 3.20 pm. They will have lunch and break in the internal exclusion room and will be allowed toilet breaks where necessary. They will be escorted by a member of staff. Parents/carers are informed of such a consequence and the Personal Support Plan completed is shared with parents/carers.

### **15.0 EXCLUSIONS**

The Longfield Exclusion Policy clearly outlines the Academy's position in relation to Exclusions.

#### **15.1 Permanent Exclusion**

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Principal might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances may include:

- where there has been serious actual or threatened violence or harm against another student or member of staff;
- sexual misconduct;
- supplying an illegal drug;
- carrying a weapon. The expectations of acceptable standards of behaviour are clear. Should students not adhere to the standards and expectations of good behaviour set out by the Academy the Academy Sanctions procedures will be

applied. These procedures are for behaviour inside and outside the classroom whilst representing the Academy.

## **16.0 SEARCHING STUDENTS**

The following rights are defined in the Education Act 2011. Academy staff can search students with their consent for any item.

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items are listed under paragraph 19.0.

Searches will be completed by two members of staff with a full written record made.

## **17.0 USE OF REASONABLE FORCE**

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.

The Academy uses the definition of reasonable force as being ‘no more than is necessary in the circumstances’. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All members of staff at the Academy have the power to use reasonable force. This includes those who the Principal has put in temporary charge of students. Most frequently this would include unpaid volunteers or parents.

The Academy may use reasonable force to:

- Prevent pupils committing an offence;
- Injuring themselves or others;
- Damaging property;
- Maintain good order and discipline in the classroom.

## **18.0 MOBILE PHONES/MP3 PLAYERS/PORTABLE ELECTRONIC DEVICES**

The Academy has a clear policy on mobile phones. They must not be seen in use in the Academy during lessons/assembly time and the academy has the right to confiscate the phone/ device. The item will then be taken to the student’s College admin office. The item will then be placed in a secure place. In the first instance the phone will be returned to the student at the end of the day. After a second incident only a responsible adult can then collect the confiscated item.

## **19.0 THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

The Academy is empowered through legislation to sanction criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school site which is witnessed by Academy staff or reported to the Academy. The academy will work with Police on reported incidents.

## **20.0 ITEMS NOT PERMITTED**

The following items are not permitted in the school building:

- Energy drinks;

- Cigarettes, tobacco, cigarette papers, lighters and matches;
- Alcohol, illegal drugs and other dangerous substances;
- Chewing gum;
- Fireworks;
- Pornographic material;
- Stolen items;
- Dangerous weapons;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any material that may cause offence.

### **20.1 Confiscation of prohibited items:**

Staff are allowed by law to confiscate, retain or dispose of a pupil's property as long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of any confiscated item providing they have acted lawfully.

- Weapons, knives and extreme or child pornography must be handed to the police, otherwise it is for the academy to decide if and when to return a confiscated item.

## **21.0 ANTI- BULLYING**

The Academy views bullying of any kind as a serious matter.

Longfield Academy believe that everybody in our community should be safe, treated with respect, fairly and equally by all other members of our community.

By this we mean:

- Feeling safe, welcome and not a victim of bullying.
- Having respect for each other

Bullying is the use of aggression with the intention of hurting another person and results in pain and/or distress to the victim.

By bullying we mean any deliberate action that makes a person feel bad about him/herself.

This involves verbal and physical abuse

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Unpleasant comments about people's disabilities.
- Persistent teasing.
- Threatening.
- Using on-line technology to be unkind towards someone else.

The academy condemns all forms of bullying and seeks, with the help of students, staff, governors and parents in defeating it wherever it arises.

## **Bullies:**

There can be no place for this in this academy. Action is always taken against the bully. Bullies also need help and this will be provided where appropriate and as required. Bullying is cowardly. The bully usually picks on someone who is unlikely or unable to retaliate. Bullies in a group find safety in numbers. There is no such thing as a brave bully.

All members of our academy are aware that the really brave person is the one who TELLS, rather than keep silent. As a TELLING community we are protecting others who may be affected by the bully. The academy gives every possible support and protection to those who tell on the bully.

## **Procedures**

- Bullying incidents, or awareness thereof, should be reported (by student, parent, or staff) to an appropriate member of staff as soon as possible. In most cases in the first instance this will be the College Behaviour Support Mentor (BSM). If it is a member of staff reporting the incident they must log this on Behaviour Watch.
- The issues will be addressed by the appropriate member of staff at the earliest possible opportunity and certainly by the end of the school day.
- In each case brought to the attention of the academy, appropriate mechanisms will be used to record any incident, clearly and accurately taking statements/accounts of different viewpoints as necessary. Any known acts will be recorded on Behaviour Watch.
- When any incident is deemed to be of a racist nature the 'Racial Incident Form' must be used to record the details. This is also logged on Behaviour Watch
- In cases of Bullying parents/carers should be informed and discussions will be held to seek a resolution to the issues.
- An attempt will be made to help the perpetrators change their behaviour. The BSM and Student Support will lead on this.
- If necessary and appropriate, police or other external bodies will be consulted. This is in consultation with a member of the Senior Leadership Team.

## **Outcomes**

- The bully (bullies) maybe asked to apologise and mediation take place, as led by a senior leader, Student Support or Behaviour Support Mentor. If at all possible, the students will be reconciled.
- Consequences including detention, Internal Exclusion, Fixed Term exclusion will be allocated as deemed appropriate.
- In more serious cases or where bullying is repeated, a range of sanctions may be utilised. These may include fixed term or permanent exclusion from school.
- Parents/carers of both parties will be contacted to make them aware of issues that have arisen and to seek their support to ensure a successful resolution.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

A range of strategies are in place to actively prevent and highlight the issue of bullying in our community.

These will include:

- All members of the community, including staff, parents and carers are aware of our ethos and the Bullying Policy through the academy website, assemblies and meetings. Students are clear about what do if they are being bullied or are aware of bullying. The Code of Conduct is available in all classrooms for students to access.
- Parents and carers know how to support their sons and daughters in relation to issues such as on-line bullying by providing relevant and up to date information to them.
- Provide clear anti-bullying messages through displays in all parts of the academy.
- Ensuring that anti-bullying is an integral element of the curriculum, including PSHE Focus events, tutor time programme at all key stages and assemblies.
- Behaviour Support Mentors and Learning Support Assistants provide the ELSA programme for vulnerable students.
- The Student Support team leads the Student Mentors who actively support identified students and promote an anti-bullying message.
- College Leadership teams provide support and mentoring for students who are vulnerable. In liaison with Student Support this may also be via other agencies including Early Help.
- Students respond to praise and reward which is promoted at Longfield Academy by all staff members.
- Online safety support is offered to all parents/carers and students
- On transition and entry to the academy parents/carers and students are able to access workshops including 'Moving On.'

## **Appendix 1**

### **Attitude to Learning Grades**

#### **Rationale**

Attitude to learning grades were introduced during module 2 of academic year 2015/2016 as a means of enabling students, parents/carers, teachers and senior leaders to understand the context of relative progress.

### **When are attitude to learning grades recorded?**

On a modular basis teachers enter grades (refer to the Student Data and Reporting Policy). This includes the most appropriate attitude to learning grade from the list below:

### **Attitude to Learning Grade**

#### **Excellent (Ex)**

Motivated student who takes pride in their work and demonstrates initiative. Completes classwork and homework to a high standard. They love the challenge of learning and capitalise on opportunities to improve.

#### **Good (Gd)**

Completes classwork and homework to a standard in line with ability and shows some commitment to developing their own learning. They are willing to improve and learn from their mistakes.

#### **Requires improvement (RI)**

Has potential to do more but gives minimal commitment and demonstrates little self-motivation to learn. Homework and classwork may be inconsistent or lack evidence of effort.

#### **Concern (CN)**

Poorly motivated, inconsistent, can be disruptive and lacks focus. Homework and classwork is frequently not completed.