

**BEHAVIOUR FOR LEARNING POLICY  
FOR  
THE BUCKINGHAM SCHOOL  
A SPECIALIST SPORTS COLLEGE**



**NAMED PERSON:**

**M WARDLE  
DEPUTY HEADTEACHER**

**COMMITTEE:**

**CURRICULUM**

**REVIEWED:**

**JULY 2020**

**REVIEW CYCLE:**

**2 YEARS**

**NEXT REVIEW DATE:**

**JULY 2022**

## INTRODUCTION

1.1 The Behaviour for Learning Policy sets out to outline the principles which underpin the systems for rewards and sanctions at the school.

1.2 In addition the policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of sanctions

This 'Behaviour for Learning' Policy is one of a suite of policies covering the conduct of behaviour expected at The Buckingham School and the way in which appropriate attitudes and behaviour are positively encouraged. The other related policies are:

- Anti-bullying
- Attendance for Learning
- Safeguarding
- Misuse of Drugs, Alcohol, Tobacco and other Harmful Substances
- Positive Handling Procedures
- Uniform
- Rewards
- Educational Visits
- ICT Code of Conduct

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they are able to take the next steps in life, learning and education.

We want students tell us that they feel safe at The Buckingham School and robust systems are in place to ensure that safeguarding is exemplary, whilst The Buckingham School Virtues are at the heart of all behaviour modification and self-policing.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of The Buckingham School.

The School Virtues are as follows:

- Ambition
- Curiosity
- Respect
- Confidence
- Resilience
- Integrity
- Empathy

### 1.3 The aims and objectives of this policy:

Great emphasis is placed on developing a culture of:

- The highest of expectations of student behaviour and conduct at all times to allow a progressive and supportive learning environment and school community.
- Mutual respect for the feelings, views and values of others. All students are given to opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others.
- Respect for the environment, the buildings, grounds, displays of work and the way in which we present ourselves.
- The highest standards of behaviour and dress within the community, the school, at any school event, whether at the school or elsewhere, on the way to and from school and/or in uniform or part thereof.
- The highest standards of hygiene and an understanding of others vulnerabilities during Covid-19.
- 'Behaviour for Learning' being a culture and an ethos where students understand how they want to learn and the behaviours associated with it.

#### Implementation

#### Roles and Responsibilities:

##### **Governors**

- Agree the school's ethos, purpose and values in which the policy is based and model good behaviour to other members of the community
- Review, amend and approve the Behaviour for Learning Policy biannually through the CPPR Committee
- Monitor the impact of the Behaviour for Learning Policy in maintaining good behaviour.
- Be part of any Governing Body Disciplinary Panel that discusses student behaviour with families and deliver warnings on future conduct.

##### **Staff**

- Are expected to uphold the policy (Appendix 1) and its procedures consistently and fairly
- Model good behaviour to other members of the community and when necessary support other staff in behaviour management
- Have high expectations of students around respiratory hygiene, social distancing and other Covid-19 related issues whilst consistently following up with and poor behaviour associated with this.
- Must display a positive and restorative approach to behaviour, and recognise achievement using a culture of praise and open celebration of student achievements through the use of the Reward system.
- Allow students to acknowledge poor behaviour and provide opportunities to make changes to it, with a focus on intervention and behaviour modification.
- Understand, develop further and apply 'Trauma Informed Approaches' that demonstrate an understanding of 'what lies beneath' and that behaviour can often be a symptom of other issues.

## Students

- Students will follow the behaviour code through the 'Making the Right Choice' and House Rewards document (Appendix 2 & 3)
- Have had a role in constructing the school's rewards and sanctions through Student Voice and the School Council
- Are expected to uphold the policy and its principles
- Respect the behavioural expectations and the possible consequences associated with them
- Model good behaviour to other members of the school community and including the wider community
- Model exemplary respiratory hygiene and understand the safety measures around hygiene and social distancing as a result of Covid-19.
- Work with staff to develop effective working relationships through positive actions
- Be receptive to reviewing their own behaviour and have input in how to improve it
- Work without causing disruption to the learning of others.
- Work to fulfil their potential.
- Be polite and co-operative at all times.
- Dress smartly and in accordance with the school's requirements. □ Attend school punctually and regularly.
- Move about the school in an orderly and quiet manner.
- Not partake in any form of bullying (see Anti-bullying Policy).
- Follow the school mobile phone policy
- Appreciate that the laws of the land apply in school which means that drugs, weapons and alcohol are strictly forbidden.

## Parents/Carers

- Work in partnership with the school by supporting staff in the maintenance of high standards of behaviour both inside the school and within its community
- Support the use of the new behaviour procedures
- Support the new expectations on hygiene and safety procedures due to Covid-19, and educate their children on these, whilst modelling these at home.
- Model good behaviour to other members of the community
- Commit to the school's Code of Conduct and Home School Agreement, signed on entry to the school and each year in September
- Contact the school, following the appropriate procedural channels, if they have a concern regarding their child

1.4 It is the responsibility of **all staff** to ensure that there is a safe, orderly and disciplined learning environment at all times. Every opportunity to re-enforce the school's values and expectations will be explored developing opportunities for students to consider their own attitudes and values. Lessons are planned to take account of the effective management of behaviour, placing an emphasis on engaging, interactive tasks minimising off task behaviour and rewarding positively to re-enforce good behaviour. Teaching staff will ensure that each student has appropriate work or activities to meet an individual's needs and provide necessary motivation to succeed.

1.5 **All students** are responsible for their own behaviour and following classroom procedures in order to promote a positive climate for learning. Students should be able to:

- Distinguish between 'right' and 'wrong'
- Display high levels of hygiene and social distancing, and an understanding of Covid-19 related issues and the impacts on the community
- Articulate the school's virtues
- See their attendance and punctuality as important to succeed
- Develop a set of socially acceptable values and principles, and be able to govern their own behaviour
- Recognise the moral dimensions of situations
- Be aware of own safety and that of others
- Understand the long and short term consequences of their actions for themselves and others
- Acknowledge poor behaviour and accept any consequences and work to modify future behaviour
- Recognise that their values and attitudes may have to change over time.
- Recognise that their behaviour on-line and in the wider community can impact on school life

These attributes are re-enforced throughout the school in a variety of ways including the assembly programme, tutorials, PSHCE, school council, lessons, rewards, cross curricular and enrichment days as well as in the Behaviour Management Procedures. This is a continual, evolving development of young people towards being independent learners.

1.6 Sanctions are only effective as one aspect of a behaviour management strategy. The expectation at The Buckingham School is that explanation and rewards should be the predominant means by which students are encouraged to behave within a learning community. Sanctions will be applied fairly and consistently to all students taking account of all circumstances including the student's age and within a context of positive re-enforcement of good behaviour. The ultimate sanction of a student's exclusion from school is restricted to the Headteacher or in their absence to the 'delegated' Deputy Headteacher.

1.7 Covid-19 related behaviours that risk the health and safety and wellbeing of others in the community, face more serious sanctions and likely to face exclusion.

1.8 The Headteacher where necessary and appropriate delegates the responsibility to Senior Team and Pastoral Leaders to make relevant communication regarding exclusions and sanctions for students

1.9 Governors Disciplinary Meetings are also considered an effective method to prevent permanent exclusion

Permanent exclusion, fixed term exclusion and internal exclusions are all set out in detail within the Behaviour Management Procedures.

1.10 Early intervention is crucial, establishing that poor behaviour is not to be tolerated. Heads of Year will monitor the behaviour of their year group and initiate behaviour support procedures with the support of the form tutors for those students whose behaviour is causing concern across the school. Additional intervention and support can also be provided through the inclusion department. Significant or sustained concerns will trigger parental involvement and

also involvement and interventions from the DHT Behaviour and Attitudes/Personal Development with the wider inclusion team and/or outside agencies

- 1.11 Many students will have Special Education Needs at sometime during their time at school. In addition to those students with a statement of emotional and behavioural difficulties, other students on the SEN register may display inappropriate behaviours on occasions. In such cases staff will consider whether their special need is a contributory factor to their inappropriate behaviour and will seek further advice using the SENCO with Heads of Year and/or the Inclusion team staff in order to resolve the problems. The involvement of multi-agencies will be utilised where appropriate.
- 1.12 Regular monitoring of the effectiveness of behaviour management strategies exercised by staff will be undertaken by Heads of Year and curriculum leaders and appropriate action taken to resolve any issues. These will be monitored regularly by senior management and governors to ensure consistency and fairness. Heads of Year and the DHT will regularly review the need to amend and adapt strategies and interventions whilst Covid-19 restrictions are in place, in order to best suit the students and the community.
- 1.13 The DHT and Heads of Year must ensure they are aware of all government/county policy updates and work cohesively with the LEA and external agencies to support students
- 1.14 **Continuing Professional Development:** There will be a continuing programme for all staff in behaviour management as an integral part of the professional development programme. Training days and staff CPD will regularly focus on reviewing expectations of behaviour management and procedures whilst Covid-19 restrictions are in force

Line managers of all new staff will ensure that they understand the detail and importance of this policy. In addition, the staff induction programme will include sessions on the management of 'behaviour for learning'.

- 1.15 This policy will be reviewed biannually and the Governing Body and the Headteacher will consult within the Learning Community when undertaking such a review of this policy

## **Covid-19 Related Amendments:**

This section of the policy sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this section of the policy as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

## **2. Expectations for pupils in school**

### **2.1 New rules:**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will have been trained familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's form tutor or

Head of Year if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Given the restrictions the School must have in place to safely reopen the emphasis on student behavior and conduct is even greater and their need to adhere to the guidelines is vital

With all students and behaviour, reasonable adjustments must be made and considered given the student's needs. This will apply still during the restrictions. However, the behaviour will be addressed first and then the reasonable adjustments will then be applied when considering sanctions, interventions or support that will be implemented adopted.

### **Newly introduced behaviour measures:**

**NB: Not following these measures will result in appropriate sanctions in accordance to the 'Making the Right Choice' document'**

### **Arriving to and leaving School:**

- Each year group will be allocated a gate they will enter and exit through daily and students **must** not use any other gates.
- Students will arrive through the gate and sanitize as they enter the premises.

### **Socialising:**

- As per the behaviour addendum released June 20, students will be expected to follow social distancing regulations at all times.
- Students **must** remain in their own class and year bubbles at all times, unless high level intervention work is being carried out with specialist support staff.
- Students who deliberately break bubbles or social distancing expectations will be sanctioned. Reasonable adjustments will be made initially to ensure students understand what is expected of them, before sanctions are issued.
- Students may only socialise in their year group bubbles
- The School buildings will all have designated one way systems identified around the school and to students. These are here to ensure safe movement of students when it's necessary and students **must** not deliberately ignore these systems.

### **Respiratory Hygiene:**

- Good respiratory hygiene is essential when students return to school. Students who deliberately display poor respiratory hygiene puts the health and welfare of other students and families at risk. This includes deliberately sneezing/coughing/spitting/any use of chewing gum will face much severe sanction in accordance to the ladder.
- Students should practice safe respiratory hygiene using the 'catch it, bin it, kill it' process, whilst avoiding touching their mouth, nose and eyes with hands.
- Students should contact an adult immediately in school if they develop any symptoms.
- Students should not expect to be borrowing any equipment off of peers or staff and **must** arrive to school fully equipped to allow learning to effectively take place.

## **2.2 Rewards and sanctions for following rules:**

To help encourage pupils to follow the above rules, we will:

Reward the standard awarding of House Points in lessons. Students must be commended on adapting to these new parameters and their ability to demonstrate our virtues and excellence in the classroom should be recognised.

In addition, those students who demonstrate a high level of understanding towards the hygiene and safety requirements due to Covid-19 will also be suitably rewarded through House Points.

Heads of House will also be awarding points based around virtual house competitions and those that routinely demonstrate the School's key virtues.

However, if pupils fail to follow these rules, we will:

Students will face the usual escalation process, beginning with a verbal warning and then progressing along the B scale. Each level of the ladder has relevant follow up actions and sanctions including calling home, detentions and exclusions.

We will make reasonable adjustments and use professional judgement when deciding if acts of poor hygiene or breaches of safety regulations are either accidental or wilful breaking of the rules.

## **2.3 Further rules:**

Attendance to school will revert back to mandatory in September 2020. This will mean we will be reverting back to our attendance policy and the expectations outlined within this document.

The school will also be reverting to our previous uniform policy. We believe this supports routine and familiarity that students may have missed during Covid-19. This will also mean that the same sanctions will apply to students that deliberately do not comply with the expectations. Families that are experiencing hardship then there is nearly new uniform and this can be accessed through the school's admissions officer.



## Making The Right Choice (Staff Reference)

**If a student's behaviour disrupts the learning or is inappropriate to ANY member of the school community, the following consequences should be applied:**

**Please apply 'Late +10' rule and log as a L1**

Stage	Definition	Consequence	Actions and Ownership
<b>Verbal warning</b>	Verbal warning issued for the first instance of lowlevel disruption	No formal consequence	Verbal warning must be issued to the pupil for the first instance of low-level disruption. No further consequence.
<b>B1</b>	Formal verbal warning for repeated low-level disruption	<b>1 behaviour point</b>	Repeated low-level disruption and failure to follow the code of conduct. B1 Recorded on G4S using 'drop-down' menu Monitored by Tutor/HOY
<b>B2</b>	On-going inappropriate behaviour	20-minute class teacher detention <b>2 behaviour points</b>	Disruption continues despite previous warnings. staff runs detention at earliest opportunity, e.g. break. B2 Recorded on G4S using 'drop-down' menu Monitored by Tutor/HOY/CL
<b>B3</b>	Ongoing Inappropriate behaviour that continues despite previous interventions	30-minute department detention <b>3 behaviour points</b>	Repeated intentional disruption continues despite previous warnings and sanctions. Department 30-min detention at earliest opportunity, half of lunch – <b>Inform student when it is</b> B3 Recorded on G4S using 'drop-down' box options Monitored by Tutor/HOY/CL
<b>B4</b>	Serious disruption that stops learning from taking place.	40-minute HOY/SLT lunchtime detention Contact home made Potential further consequence <b>4 behaviour points</b>	Significant disruption prevents the lesson proceeding and learning taking place. Pupil removed to dept. member on rota to sit and work silently. B4 Recorded on G4S inc details by teacher. Pupil attends HOY/SLT lunchtime detention. Teacher phones/emails home to inform parents B4 Recorded on SIMS by teacher with detailed commentary Monitored by Tutor/HOY/CL
<b>Department Staff /Senior Leadership notified – Student to sit with staff member on rota</b>			
<b>B5</b>	Significant on-going disruption/Lack of co-operation	Dept/SLT remove pupil from curriculum area if they cannot deescalate ISOLATION (whole next day) HOY parental contact <b>5 behaviour points</b>	Pupil refuses to go to Dept rota room and/or significantly disrupts the new learning environment. Staff make SLT support request. SLT tries to deescalate the situation, if not possible the pupil is removed from the area. B5 issued by the supporting staff member and recorded with commentary on G4S. Pupils are placed in isolation the following day. HOY informs parents. Monitored by HOY/CL/SLT B5s can only be issued by the member of SLT or HOY
<b>Referral to and recommendation of B6 or B7 made to Head Teacher/Deputy Head Teacher</b>			
<b>B6</b>	On-going disruptive behaviour that does not change with SLT instruction/intervention Extreme, aggressive and/or dangerous behaviour towards pupils, staff or the school property.	Pupil hosting/fixed term exclusion Return to school meeting held by HOY/SLT Pupil placed on Report <b>6 behaviour points</b>	Persistent disruptive behaviour which does not modify with SLT remove and/or extreme behaviour e.g. violence, bringing prohibited items onto school site B6 issued and recorded with commentary on G4S. HOY/SLT informs parents. Monitored by SLT/HOY B6s can only be issued on consultation with Head/Deputy or in their absence the most senior staff member on site.
<b>B7</b>	Possession of weapon/illegal substances. Bringing school into disrepute Persistent behaviour that seriously disrupts the school day. Exceptional	Fixed Term Exclusion Managed Move or Alternative Provision may be pursued Chances of permanent exclusion very high <b>7 behaviour points</b>	One off serious incident, illegal behaviours Behaviour that present a clear threat to the school community Behaviour that is detrimental to the learning and well-being of the school community will involve full SLT removal recorded as a B7 on G4S and parents and relevant agencies informed by SLT These will only be issued in consultation with the Head/Deputy or in their absence the most senior member
	circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to PX a child for a first or 'one off' offence		of staff on site

## Making the Right Choice

**If your behaviour disrupts learning or is inappropriate to ANY member of the school community, the following consequences should be applied:**

Stage	Definition	Consequence
<b>Punctuality and Lates</b>	<b>All staff apply the late + 10 rule</b>	<b>3 x Late AM registration per week = 1 hour SLT Friday</b>
<b>Verbal warning</b>	Verbal warning issued for the first instance of low-level disruption/poor behaviour	No formal consequence
<b>B1</b>	Formal verbal warning for repeated low-level disruption/poor behaviour	<b>1 behaviour point</b>
<b>B2</b>	Continued inappropriate behaviour	20-minute class teacher detention <b>2 behaviour points</b>
<b>B3</b>	Ongoing Inappropriate behaviour that continues despite previous interventions	30-minute department detention <b>3 behaviour points</b>
<b>B4</b>	Serious disruption that stops learning from taking place.	40-minute HOY/SLT lunchtime detention Contact home made Potential further consequence <b>4 behaviour points</b>
<b>Department Staff /Senior Leadership notified – Student to sit with staff member on rota</b>		
<b>B5</b>	Significant on-going disruption/Lack of co-operation/inappropriate behaviour	Member of Dept/HOY/SLT remove pupil from subject area ISOLATION ( <b>whole next day</b> ) HOY parental contact <b>5 behaviour points</b>
<b>Referral and recommendation of C6 to Head Teacher/Deputy Head Teacher/HOY</b>		
<b>B6</b>	On-going disruptive behaviour that does not change with SLT instruction/intervention Extreme, aggressive and/or dangerous behaviour towards pupils, staff or the school property.	Fixed Term Inclusion or Exclusion Return to school meeting held by HOY/SLT SLT parental contact Pupil placed on Report <b>6 behaviour points</b>
<b>B7</b>	Possession of weapon/illegal substances. Bringing school into disrepute Persistent behaviour that seriously disrupts the school day. Exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to PX a child for a first or 'one off' offence.	Fixed Term Exclusion Managed Move or Alternative Provision may be pursued Chances of permanent exclusion very high <b>7 behaviour points</b>

## House Reward Points

At the Buckingham School we recognise positive contributions within the school community. The following rewards are given to those who uphold the school's values.

<b>HR 1</b>	A positive learning contribution	1 House Point (Daily)
<b>HR 2</b>	An excellent learning attitude and exceptional learning contributions	2 House Points (Daily)
<b>HR 3</b>	Awarded by the staff member to students who demonstrate a consistently positive learning attitude and progress	3 House Points (Weekly/Fortnightly)
<b>HR 4</b>	Awarded by a member of staff to students who make excellent contributions towards their own and others learning or the school community	4 House Points
<b>HR 5</b>	Awarded by a member of staff to students who are working above get level or contribute significantly to the school community	5 House Points
<b>HR 10</b>	Head of Year/CL/Heads of House/Staff Member given for outstanding contributions towards learning and/or schools values	10 House Points
<b>HR 20</b>	Headteacher's Award given to a pupil for exceptional contributions and for continually upholding the school's values	20 House Points

# The Buckingham School - Making the Right Choice

If your behaviour disrupts learning or is inappropriate to ANY member of the school community, the following will apply;

Stage	Definition	COVID/Social-Distancing Specific Definition	Consequence
<b>Verbal Warning</b>	Verbal warning issued for the first instance of low-level disruption/poor behaviour		No formal consequence:
<b>B1</b>	Formal verbal warning for repeated low-level disruption/poor behaviour		<b>1 behaviour point</b>
<b>B2</b>	Continued inappropriate behaviour		<b>2 behaviour points</b>
<b>B3</b>	Ongoing Inappropriate behaviour that continues despite previous interventions	Deliberately ignoring any social distancing/COVID general Health & Safety expectations, including maintaining an appropriate distance from each other, one-ways systems, mis-use of sanitiser etc.	<b>3 behaviour points</b> Temporary removal from class to corridor. Complete Remove, Repair, Return.
<b>B4</b>	Serious disruption that stops learning from taking place.	A continuation of deliberately ignoring any social distancing/COVID general Health & Safety expectations, including maintaining an appropriate distance from each other, one-ways systems, mis-use of sanitiser etc.	1 Hour Afterschool Detention on following day. Removal from class to removal room. Contact made home by class teacher. Potential further consequence. <b>4 behaviour points</b>
<b>Department Staff /Senior Leadership notified – Student to sit with staff member on rota</b>			
<b>B5</b>	Significant on-going disruption/Lack of co-operation/inappropriate behaviour Truancy/Walking out of lesson	Ongoing B4 level behaviour whilst in removal room. Deliberate and wilful acts of disregard towards COVID Respiratory Hygiene expectations that could endanger the welfare of others (including; coughing or sneezing directly at someone, or pushing someone into another person etc)	Member of Dept/HOY/SLT remove pupil from subject area. To remain in removal room the remainder of day if required. Intervention Day ( <b>whole next day</b> ) HOY parental contact <b>5 behaviour points</b>
<b>Referral and recommendation of B6 to Head Teacher/Deputy Head Teacher/HOY</b>			
<b>B6</b>	On-going disruptive behaviour that does not change with SLT instruction/intervention Extreme, aggressive and/or dangerous behaviour towards pupils, staff or the school property.	Ongoing deliberate and wilful acts of disregard towards COVID Respiratory Hygiene expectations that could endanger the welfare of others (including; coughing or sneezing directly at someone, or pushing someone into another person etc, that does not change with intervention.	Intervention Day or Fixed Term Exclusion Reintegration meeting held by HOY/SLT SLT parental contact Pupil placed on Report <b>6 behaviour points</b>
<b>B7</b>	Possession of weapon/illegal substances. Bringing school into disrepute Persistent behaviour that seriously disrupts the school day. Exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to PX a child for a first or 'one off' offence.	Persistent deliberate and wilful acts of disregard towards COVID Respiratory Hygiene expectations that could endanger the welfare of others (including; coughing or sneezing directly at someone, or pushing someone into another person etc).	Fixed Term Exclusion Managed Move or Alternative Provision may be pursued. Chances of permanent exclusion very high <b>7 behaviour points</b>

**NB: 1. You can be removed from lesson (B4) with immediate effect at any point in the lesson if your behaviour is disrupting the lesson or if you are not in the correct frame of mind to engage in learning.**

**2. Punctuality/Lates = 3 x "lates" during a school week will result in a 1-hour afterschool detention (either late to school in the morning or to a lesson).**

# THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



## BEHAVIOUR FOR LEARNING POLICY

Adopted: May 2012  
Reviewed July 2020  
Review Cycle: 2 Years  
Next review date: July 2022

Mr Matthew Watkins  
Chairman  
Governing Body

Signed:

A handwritten signature in black ink, appearing to read 'M. Watkins', with a horizontal line underneath.

Date: July 2020