



THE BUCKINGHAM SCHOOL

A SPECIALIST SPORTS COLLEGE

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15 September 2014

Dear Parents/Carers

Re: 'Low Level Disruption'

As we begin a new school year, The Buckingham School is introducing a new behaviour process and sanctions guide. The students trialled this new system out successfully in the final half term of the summer, and as a result it will be fully implemented whole school, this new academic year. With this new system we aim to reduce and tackle effectively low level disruption in lessons. This system will be available to view on the school website.

Unfortunately it is a fact that a small minority of pupils come to lessons unprepared and with an inconsistent attitude to learning. This can result in what is sometimes referred to as 'low-level disruption'. Such disruption means that the learning of all the pupils in the class is affected.

All pupils have an entitlement to learn, but they also have a responsibility not to disrupt the learning of other pupils in their classes. Therefore, as a school we will take a very firm approach to any 'low-level disruption'. Some examples of such disruption include:

- Arriving to school disorganised without a bag, books, pens or stationary and then expecting to be given one
- Talking or shouting out when the teacher is addressing the class
- Making noises or comments with the intention of breaking the concentration of others
- Arriving late for a lesson without good reason, leaving the teacher to repeat instructions already given
- Being disrespectful to a teacher and answering back

These behaviours have a negative impact on those that want to learn, and ultimately those that make up the vast majority, have their learning disrupted - they learn less and their progress is slowed down. This is not fair, it is not acceptable and we will work hard to reduce this greatly.

In addition to this new process, we have started up a new department called STEP (Support, Teach, Engage, and Progress). This department will help provide support in reducing disruptive students by providing a base for these students to attend their lessons in and minimise their impact on other's learning, whilst trying to re-engage them and return them to mainstream lessons.

I am sure you will support us in reducing the amount of low level disruption in class and understand that the long term impact will improve teaching and learning at The Buckingham School

Thank you for your continuing support and co-operation.

Yours sincerely

Matt Wardle
Assistant Headteacher Behaviour, Safety and Attendance

