

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



NAMED PERSON:	M WARDLE DEPUTY HEADTEACHER
COMMITTEE:	ATL
REVIEWED:	NOVEMBER 2017
REVIEW CYCLE:	2 YEARS
NEXT REVIEW DATE:	NOVEMBER 2019

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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.

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
- Behaviour Management Procedures
- ICT Code of Conduct
- Misuse of Drugs, Alcohol, Tobacco and other Harmful Substances
- Positive Handling Procedures
- Uniform
- Rewards

We take pride in our school and our vision is for all students to achieve, challenge and enjoy whilst at The Buckingham School. This policy is supported with significant practical guidance and paper work through 'The Buckingham School Behaviour Management Procedures'. The details of its implementation are contained in the parent leaflet on Behaviour and Rewards.

1.2 The aims and objectives of this policy:

Great emphasis is placed on developing:

- Good relationships throughout the school community
- Respect for the feelings, views and values of others. All students are given the 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 there of.

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1.3 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 and its procedures consistently and fairly
- Model good behaviour to other members of the community and when necessary support other staff in behaviour management
- 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.

Students

- Have had a role in constructing the school's rewards and sanctions [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
- 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

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
- 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 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'
- Articulate the school's ethos and values A.C.E
- 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.

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- 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 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
- 1.8 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.

- 1.9 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 AHT Behaviour and Attendance with the wider inclusion team and/or outside agencies (refer to 'The Buckingham School Behaviour Management Procedures').

- 1.10 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.
- 1.11 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.
- 1.12 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
- 1.13 **Continuing Professional Development:** There will be a continuing programme for all staff in behaviour management as an integral part of the professional development programme.
- 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'.
- 1.14 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


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Mr Matthew Watkins
Chairman
Governing Body

Signed: 

Date: 13th November 2017

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