

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



NAMED PERSON:	M WARDLE DEPUTY HEADTEACHER
COMMITTEE:	CURRICULUM
REVIEWED:	OCTOBER 2019
REVIEW CYCLE:	2 YEARS
NEXT REVIEW DATE:	OCTOBER 2021

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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.

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

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:

- 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.
- '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.

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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
- 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
- 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
- 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'
- 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 impact on school life

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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 DHT Behaviour and Attitudes/Personal Development with the wider inclusion team and/or outside agencies
- 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 at 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 mangers 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

The Buckingham School Appendix 1

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
Verbal warning	Verbal warning issued for the first instance of low-level disruption	No formal consequence	Verbal warning must be issued to the pupil for the first instance of low-level disruption. No further consequence.
B1	Formal verbal warning for repeated low-level disruption	1 behaviour point	Repeated low-level disruption and failure to follow the code of conduct. B1 Recorded on G4S using 'drop-down' menu Monitored by Tutor/HOY
B2	On-going inappropriate behaviour	20-minute class teacher detention 2 behaviour points	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
B3	Ongoing Inappropriate behaviour that continues despite previous interventions	30-minute department detention 3 behaviour points	Repeated intentional disruption continues despite previous warnings and sanctions. Department 30-min detention at earliest opportunity, half of lunch – Inform student when it is B3 Recorded on G4S using 'drop-down' box options Monitored by Tutor/HOY/CL
B4	Serious disruption that stops learning from taking place.	40-minute HOY/SLT lunchtime detention Contact home made Potential further consequence 4 behaviour points	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
Department Staff /Senior Leadership notified – Student to sit with staff member on rota			
B5	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 5 behaviour points	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
Referral to and recommendation of B6 or B7 made to Head Teacher/Deputy Head Teacher			
B6	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 6 behaviour points	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.
B7	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 7 behaviour points	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

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	<p>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</p>		<p>of staff on site</p>
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Appendix 2

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The Buckingham School

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
Punctuality and Lates	All staff apply the late + 10 rule	3 x Late AM registration per week = 1 hour SLT Friday
Verbal warning	Verbal warning issued for the first instance of low-level disruption/poor behaviour	No formal consequence
B1	Formal verbal warning for repeated low-level disruption/poor behaviour	1 behaviour point
B2	Continued inappropriate behaviour	20-minute class teacher detention 2 behaviour points
B3	Ongoing Inappropriate behaviour that continues despite previous interventions	30-minute department detention 3 behaviour points
B4	Serious disruption that stops learning from taking place.	40-minute HOY/SLT lunchtime detention Contact home made Potential further consequence 4 behaviour points
Department Staff /Senior Leadership notified – Student to sit with staff member on rota		
B5	Significant on-going disruption/Lack of co-operation/inappropriate behaviour	Member of Dept/HOY/SLT remove pupil from subject area ISOLATION (whole next day) HOY parental contact 5 behaviour points
Referral and recommendation of C6 to Head Teacher/Deputy Head Teacher/HOY		
B6	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 6 behaviour points

<p>B7</p>	<p>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.</p>	<p>Fixed Term Exclusion Managed Move or Alternative Provision may be pursued Chances of permanent exclusion very high 7 behaviour points</p>
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Appendix 3

The Buckingham School **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.

HR 1	A positive learning contribution	1 House Point (Daily)
HR 2	An excellent learning attitude and exceptional learning contributions	2 House Points (Daily)
HR 3	Awarded by the staff member to students who demonstrate a consistently positive learning attitude and progress	3 House Points (Weekly/Fortnightly)
HR 4	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
HR 5	Awarded by a member of staff to students who are working above set level or contribute significantly to the school community	5 House Points
HR 10	Head of Year/CL/Heads of House/Staff Member given for outstanding contributions towards learning and/or schools values	10 House Points

HR 20	Headteacher's Award given to a pupil for exceptional contributions and for continually upholding the school's values	20 House Points
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BEHAVIOUR FOR LEARNING POLICY

Adopted: May 2012
Reviewed November 2017
Review Cycle: 2 Years
Next review date: November 2019

Mr Matthew Watkins
Chairman
Governing Body

Signed: 

Date: 13th November 2017

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