

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



NAMED PERSON:

**M WARDLE
DEPUTY HEADTEACHER**

COMMITTEE:

CURRICULUM

REVIEWED:

SEPTEMBER 2021

REVIEW CYCLE:

2 YEARS

NEXT REVIEW DATE:

SEPTEMBER 2023

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
- Anti discrimination (to be ratified)
- Attendance for Learning
- ICT Code of Conduct
- Equalities and Diversity
- Sexual Harm
- Misuse of Drugs, Alcohol, Tobacco and other Harmful Substances
- Peer on Peer Sexual Abuse
- Positive Handling Procedures
- Sexual Violence
- 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.

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

Success for All through Achievement, Challenge & Enjoyment

- 1.3 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.

Great emphasis is placed on developing a culture across these virtues through:

- Take personal responsibility for their choices and actions
- Personal responsibility - The student reflects and improves – makes better choices next time
- Respect the authority of the adults both inside and outside the classroom

1.4: The aims and objectives of this policy:

- 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 what behaviours are required 'for' learning and what behaviours are required 'in' learning.

2.1 Implementation:

Roles and Responsibilities:

Governors

- Agree the school's ethos, purpose and virtues 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 biennially through the Curriculum 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.
- Understand that investing in positive student relationships supports positive behaviour by students.
- Model good behaviour to other members of the community and when necessary support other staff in behaviour management.

Success for All through Achievement, Challenge & Enjoyment

- 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.
- Seek to understand that behaviour may be a symptom of other issues, and employ various behaviour strategies, that allow students opportunities to flourish and demonstrate positive behaviour.
- Attend 'Teach Meets' and use behaviour passports/documents to understand student context.

Students

- Students will follow the behaviour code through the ['Making the Right Choice' document](#) and the House Rewards document [Rewards Policy Next Review May 2023.pdf](#)
- 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, whilst acknowledging that ALL adults deserve respect in the community, regardless of position.
- Understand that teachers hold the authority in School.
- 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

2.2 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 virtues 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.

All students are responsible for their own behaviour and following classroom procedures in order to promote a positive climate for learning. In addition students should strive for personal development and accept personal responsibility for their behaviour. 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, through effective self-regulation.
- 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 must demonstrate tolerance and that people are different.
- 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, Personal Development lessons, 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.

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 Deputy Headteacher. A robust process must be concluded before deciding on an exclusion, satisfying a number of criteria, illustrating that exclusion is the most appropriate sanction.

- 2.2 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
- 2.3 Governors Disciplinary Meetings are also considered an effective method to prevent permanent exclusion
- 2.4 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 or Lead Practitioner for Inclusion with the wider inclusion team and/or outside agencies.
- 2.5 Many students will have Special Education Needs at sometime during their time at school. In addition to those students with an Educational Health Care Plan (EHCP) or emotional and behavioural difficulties, other students on the SEN register may display inappropriate behaviours on occasions. In such cases staff will consider reasonable adjustments as to whether their special need is a contributory factor to their inappropriate behaviour and will seek further advice from 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.
- 2.6 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 using the Inclusion Model. [././Downloads/B4L_Inclusion%20Ladder.pdf](#). These will be monitored regularly by senior management and governors to ensure consistency and fairness.
- 2.7 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

- 2.8 **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'.

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

THE BUCKINGHAM SCHOOL



BEHAVIOUR FOR LEARNING POLICY

Adopted:	May 2012
Reviewed	September 2021
Review Cycle:	2 Years
Next review date:	September 2023

Mr Matthew Watkins
Chairman
Governing Body

Signed:

A handwritten signature in black ink, appearing to be 'M. Watkins' with a stylized flourish at the end.

Date: September 2021