

# BUXTON COMMUNITY SCHOOL



## BEHAVIOUR FOR LEARNING POLICY 2023

<b>Last Reviewed</b>	Resources Committee
<b>Reviewed by</b>	Caroline Gelsthorpe Assistant Headteacher
<b>Next review date</b>	September 2024

## **Behaviour For Learning Policy**

### **Buxton Community School**

Buxton Community School seeks to promote high standards of behaviour and safety and of educational achievement among all its students. We view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of our students in our care and in the promotion of their welfare.

In the light of this we expect:

- All members of our community to show support, respect and courtesy towards each other.
- Parents to encourage their child to show respect and to support the school's positive learning ethos including its rewards and sanctions policy.
- Staff to consistently use the rewards and sanctions policy and appropriate behaviour strategies to support student learning.

The above expectations enable us:

- To celebrate the skills, talents, and contributions of our students to the life of the school.
- To allow effective learning.
- To create an ethos of security, support and respect.
- To ensure a consistency of approach from all staff

As a staff we are all accountable for the implementation and success of our agreed Behaviour Policy. Our actions affect each other. We all have the responsibility of maintaining good order in our school community. We implement this policy with due regard to individual student needs, race, religion and culture.

#### **A focus on every student's right to feel safe.**

The need to treat each case of misbehaviour on the basis of its own particular circumstances means it is necessary that the Headteacher should retain a wide measure of discretion when dealing with incidents. The Headteacher will take due regard of both the law and educational guidelines when reaching her decisions and will ensure these are reasonable and proportionate.

A zero-tolerance approach is taken to sexual violence and sexual harassment. All reports are taken very seriously, acted upon and sanctioned where necessary.

Staff respect and support students; listen and respond subtly to reports of harmful sexual, homophobic, misogynistic and misandry behaviours.

In addition, child on child behaviour incidents that may create a culture of harm are addressed through a variety of strategies and actioned in accordance with school's safeguarding procedures. Please see our additional policies on these.

**A focus on every student's right to learn.**

Staff deliver well planned lessons that both challenge and engage, ensuring learning is accessible to all students. Staff promote a safe, supportive and positive classroom environment.

In order to achieve this, we recognise It is necessary to have consistency in our **expectations, standards and routines** within our classrooms.

<b>We expect Students to:</b>	<b>We will promote positive Behaviour for Learning by:</b>
<p>Be <b>READY</b> to actively engage in their learning by listening, questioning, discussing and thinking.</p> <p>Be <b>RESPECTFUL</b> and respond positively to both written and verbal feedback.</p> <p>Be <b>RESPECTFUL</b> of suggestions about how to improve and develop.</p> <p>Work with other students <b>SAFELY</b> and cooperatively, <b>RESPECTING</b> different opinions and valuing ideas and contributions of others.</p> <p>Communicate with other pupils and adults in a <b>RESPECTFUL</b> way</p>	<p>Modelling and teaching throughout the whole curriculum the required behaviours for learning in whole class teaching and group sessions.</p> <p>Recognising and rewarding positive behaviours for learning.</p> <p>Modelling and teaching students' positive ways to deal with differences of opinion or conflict.</p> <p>Support and encourage students to be polite and confident in responding to others.</p>

## Rewards

**We will recognise and reward behaviour that meets our expectations through:**

Awarding R points.  
Verbal and non-verbal praise.  
Phone calls home  
Subject specific Postcards  
Positive Texts  
Written praise in marking and feedback.  
Whole school end of half term and end of year rewards.  
Praise in front of peers and other adults.  
Praise in assembly.

## Classroom Expectations

We expect our students to:

- Arrive at lessons on time
- Be fully equipped\* and ready to learn
- Listen carefully when the teacher or another person is talking
- To always try their best without disturbing others
- To do their homework to the best of their ability and hand it in on time.
- Work in the lesson with a responsible attitude

***\*The minimum requirement is a pen, a pencil, ruler and planner for Y7. It is the classroom teacher's responsibility to record lack of equipment on Class-charts so that the Form Tutor can support. All students will be made aware that they can get/purchase equipment **before the start of the day** in their Pastoral office should they need to.***

## Classroom Routines

### At the start of a lesson

- Students are met and greeted at the door by the class teacher and welcomed into the classroom in a positive manner.

- On entering the classroom students are expected to sit in their place, as identified on the seating plan and prepare for the lesson.
- Students are expected to be quiet while the register is taken and engage immediately in the learning activities.

### **At the end of the lesson**

Students are expected to leave the classroom in a calm manner and move through the corridors sensibly, following, where stipulated, the one-way system.

Teachers will plan their lessons to ensure there is sufficient time for students to be dismissed in a calm and orderly manner.

Students who do not leave quietly will be challenged by members of staff and asked to wait until the rest of the class have been dismissed.

### **Arriving late to a Lesson**

Students are allowed normal changeover time between lessons. However, we recognise at times there could be a valid reason for their lateness. In these circumstance students will produce a note which is signed by a member of staff as to why they are late and will show this to their class teacher.

- Typical changeover time would be 2-3 minutes and no more than 5 minutes.
- If late, students are expected to apologise for their lateness or show an appropriate slip to the teacher e.g. purple card issued by the pastoral manager.
- Teachers do not challenge the student on their lateness in front of the class. This disrupts learning and can sometimes escalate conflict. We believe it is better if late students are spoken to once they are seated and on task when a natural break in teaching occurs.
- The teacher records how late the student is on ClassCharts. This is important to us as it enables our Pastoral Teams to support on punctuality across all our year groups.
- Staff ensure students make up any time missed where possible.
- Students who are late are followed up by their Head of Pastoral Care and a lunchtime detention is awarded.

- **Consequence System**

When a student or small group of students are challenging these expectations and affecting their progress and the learning and progress of others the behaviour needs are addressed using the consequences system below.

C1	Verbal warning given by teacher for low level disruption.	Recorded as C1 in Class-charts by class teacher.	Shared with parent/carers on ClassCharts if 5 C1s or 10C1's given in a half term.  Student receives behaviour awareness session if 10 C1's given in a half term and goes on a form of monitoring by the tutor, usually a report card.
C2	Continued disruptive behaviour, after a C1 warning given.	Recorded as C2 in Class-charts by class teacher.	Shared with parent/carers on ClassCharts. 15 minute department detention given. Escalates to longer departmental detention for non-attendance (30 minutes recommended) followed by after-school detention for further non-compliance.
C3	Student removed from lesson	Recorded as C3 in Class-charts by Helen Dinardo	Shared with parent/carers on

	2 x C3 in a day		<p>ClassCharts and contact made to parents/carers by the class teacher.</p> <p>Removal arranged, using Whole School Removal Plan with the support of the On-Call system. This will be followed with a 30 minute detention issued by the Head of Pastoral Care.</p> <p>Parent contacted via Head of Pastoral Care. Student sub excluded.</p>
C4	Referral for Intervention	Failure to follow C3 following on-call intervention will result in sub-exclusion or student referred to a C4 intervention. Communication is made to the Parents/Carers' of the student.	Recorded as C4 in class-charts by Admin Team. Head of Pastoral Care, or Head of Intervention.

On occasions where there is a **more serious incident** that requires immediate further action, the student will be removed from the lesson using the On-Call system.

This would usually be for incidents where a student swears directly at a member of staff, uses physical aggression towards a member of staff or student or is not fully in control of their actions.

The Head of Pastoral Care will remove the student and refer to the On-call member of staff to ensure appropriate and supportive action is taken. The student may then need to be placed in an alternative lesson or supervised directly by the Head of Pastoral Care or a member of SLT while the incident is investigated.

## Expectations of behaviour outside the classroom

### At Buxton Community School we expect our students to:

- Follow staff instructions respectfully and without comment.
- Move quietly and safely, with respect for other students, staff and visitors.
- Respect the facilities by not eating in the corridors or standing in large groups.
- Wear their uniform correctly at all times.

We expect pupils to share responsibility for our school. They will:	If these expectations are not met we will:
<p>Walk quietly and <b>SAFELY</b> around the school, using the one-way system.            Adhere to our uniform policy.            Be responsible for their belongings and ensure they are prepared for learning.  <b>RESPECT</b> the school community by keeping it tidy and taking care of resources            Show <b>RESPECT</b> to other pupils and adults by responding politely            Comply with school routines to keep everyone <b>SAFE</b>.            Contribute to the supportive ethos of our school.            Not physically or verbally hurt others</p>	<p>Give a reminder, positively phrased, about what is expected and award an RRS negative behaviour on ClassCharts.            Give a personalised consequence relevant and proportional to the pupil's action.            Promptly log incident and inform relevant adults.            We also may:            Inform Headteacher.            Inform Parents/Carers.            Make referral for support from other agencies            (See also Anti Bullying and SEND policies)</p>

Students will earn both positive and negative out of classroom behaviour points for both compliance and non-compliance of the uniform rules and behaviour expectations **outside** of the classroom.

Three positive RRS points on ClassCharts for positive behaviours outside of the classroom results in a student being awarded 5 R points, three negative

RRS for negative behaviours outside of the classroom result in a 30-minute pastoral detention.

### **Consequences for inappropriate behaviour**

Students who are unable to follow the expectations of behaviour within or outside of the classroom will be issued with a consequence. The following sanctions are available to encourage positive behaviour in lessons and around school.

<b>Lesson Truancy</b>	Lesson truancy will result in loss of social time as well as a referral to C4 intervention.
<b>Incorrect uniform at the start of the day with no valid reason</b>	Will usually be followed with either a 15 minute or 30-minute pastoral lunch detention.

**Behaviour alerts using Class-charts** – These are used by the **class teacher** when it has been necessary to give a warning within the classroom or a student has been moved to another classroom. Behaviour points can also be given for insufficient work in the lesson and lack of engagement. The behaviour alerts are monitored by the **Form Tutor and the Pastoral Teams** and contact will be made with home if students are receiving several of these over a short period of time. This intervention ensures that the most appropriate and supportive measures are in place for the student. The behaviour/achievement point's record is also shared with parents at each tracking point.

**Department Referrals** – Heads of Department follow-up students who are consistently being removed within a subject area through contact with home and/or subject reports to HOD or temporary grouping arrangements. HODS are expected to liaise with DOPs if there is no improvement in the individual's behaviour that impacts on their progress.

**School Detention** – This is used as a serious sanction for bullying, persistent truancy, lateness or when a student fails to attend departmental or pastoral detentions.

**After school detentions** – these will run every night and will be used if a student chooses to not attend a lunch detention that they were fully aware of. By having an

after-school detention on the same day, students will get a better understanding of why they have the sanction. It also allows them to bring closure to an event as quickly as possible.

**Individual Reports** – Are used for a short-term period of one to two weeks to monitor behaviour and clearly show expected targets for improvement in an individual's behaviour. Parents/carers are contacted if a student is placed on report. A student may be on report to their **Form Tutor, Head of Pastoral Care or a member of SLT**. These staff have a role in monitoring the report and contacting parents to update them on improvements/lack of improvement in behaviour.

**Sub- Exclusion** –A student will usually be 'sub-excluded' when they are persistently defiant and unable to follow the systems in place for managing behaviour in the classroom. A student may also be sub-excluded for involvement in bullying, showing physical aggression towards others or inappropriate behaviour around the school and local community. All sub-exclusions are carried out by a **Head of Pastoral Care or SLT**.

**C4 Intervention**– This provision is for:

A serious incident that requires more than a consequence to support learning and prevent re-occurrence.

There is a concern that a student has no remorse.

When a student needs support developing empathy.

When a student remains very upset or angry and is unable to find a way to move forwards on a situation, despite having had appropriate support.

**Fixed Term Exclusion** - A student can be excluded for a fixed number of days for a number of reasons, for example if they are persistently defiant, use abusive language directly towards a member of staff or are physically aggressive towards staff or other students this is likely to lead to a fixed term exclusion. This is not an exhaustive list and the headteacher reserves the right to impose a fixed term exclusion for other breaches of the school's behaviour policy. Fixed Term exclusions are sanctioned by the **Head teacher or Deputy Head teacher in their absence**. A meeting takes place with a member of SLT and parent/carer before the student is able to return to school. The return to school meeting involves the setting of key targets and agreeing strategies to prevent further exclusions as well as understanding who had been impacted by the incident that caused the suspension.

**Meeting with Governors** – A student may be required to meet with a school governor if they are no noticeable changes in their behaviour following fixed-term exclusion or following a period of disruptive behaviour. This involves a follow-up meeting where students need to evidence working towards their targets identified at

the initial meeting. Referrals to a Governors meeting is made by the Assistant Headteacher responsible for Standards and Expectations.

**Referral to Peak 11 Pastoral Meeting** – In extreme circumstances a student may be referred to the Peak 11 Pastoral Meeting, where a move to another school, referred to as Off Site Direction, may be considered. Where students are unable to evidence improvements towards their identified targets, an initial visit to another school will be arranged as a first step in this process.

### **Permanent Exclusion**

A student may be permanently excluded by the Head teacher for persistent serious breaches of the behaviour expectations or following a serious behaviour incident where the headteacher decides that the decision is legal and reasonable. This process is subject to the national and legal guidance published by the department for education.

## **Teaching and Non-teaching Pastoral Staff**

<b>Crs</b>	<b>Jackie Cruse</b>	Media Studies	<i>Head of 6<sup>th</sup> Form</i>
<b>Gnr</b>	<b>Alex Garner</b>	English	<i>Deputy Headteacher – DSL (1<sup>st</sup>)</i>
<b>Gth</b>	<b>Caroline Gelsthorpe</b>	Science	<i>Assistant Headteacher Standards &amp; Expectations</i>
<b>Jne</b>	<b>Samantha Jones</b>	Science	<i>Headteacher</i>
<b>Obr</b>	<b>Claire O'Brien</b>	Physical Education	<i>Director of Intervention</i>

### **Pastoral**

Caroline Siddons      Head of Pastoral Care – Year 7

Laura Gale                      Head of Pastoral Care – Year 8  
Denise Lowe                     Head of Pastoral Care– Year 9  
Debbie Birkin                    Head of Pastoral Care – Year 10  
Jane Walters                     Head of Pastoral Care – Year 11

Julie Woods    Student & Family Support Worker

**Intervention Managers**

Pauline Slater, Lois Rushworth, Rhian Mitchell-Smith

**Pastoral Manager 6<sup>th</sup> Form**

Matt Lomas