

Buxton Community School

Behaviour for Learning Policy 2025



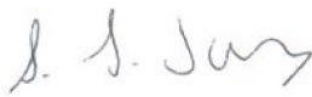

Last Reviewed	Resources Committee
Reviewed by	Charlie-Joe Holman Assistant Headteacher September 2025
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Headteacher Approval	
Governor Approval	

Table of Contents

1. Introduction & Purpose
2. Expectations
3. Rewards System
4. Classroom Expectations & Routines
5. Consequence System
6. Behaviour Outside Classroom
7. Sanctions & Escalation
8. Record Keeping
9. Permanent Exclusion
10. Mobile Phones and Devices
11. Links to Key Policies
12. Pastoral & Support Staff Directory

BEHAVIOUR FOR LEARNING

POLICY 2025

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. Our values are centered around 'Ready, Respect and Safe'. This policy highlights how students can show being ready, respectful and safe at our school and the rewards or sanctions that may follow.

In the light of this we expect that:

Students

- Arrive on time, prepared and ready to learn; follow classroom and corridor routines.
- Show respect to staff, peers and property; keep the school environment safe and tidy.
- Take responsibility for actions; engage with support and restorative processes

Students come under the authority of the school in the following circumstances:

- During the normal school day including lunchtime both onsite and offsite
- On journeys to and from school, including walking or on school transport
- On any school trip including residential trips
- When they are clearly identifiable as school students
- When their behaviour outside school has repercussions inside school, threatens the safety or well-being of another student or member of staff, or adversely affects the reputation of the school.

Staff

- Model positive behaviour and professional conduct; use consistent routines and language.
- Apply rewards and sanctions fairly; use restorative approaches to repair harm and restore relationships.
- Plan and deliver engaging lessons that are accessible and challenging; ensure classrooms are calm and orderly.
- Record behaviour accurately on Arbor and communicate with parents/carers when needed.
- Work with pastoral staff, SEND team and DSL to support pupils who are struggling with behaviour.

Parents/Carers

- Support the school's ethos, policies and routines; reinforce Ready, Respect, Safe at home.
- Engage constructively with school communications and attend meetings when requested.
- Inform the school of relevant needs or changes affecting behaviour or attendance.
- Treat staff and students with respect; use appropriate channels for concerns.

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 body 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.

Rewards

Student rewards are focused on 'engagement in the classroom'. Every student who is present in the classroom is automatically awarded an R Point for 'expected engagement'. At BCS, we expect that students will keep their R points and be engaged in their lessons as expected. Students who fall below engagement expectations will have their R point taken away from them. There is also opportunity for students to earn extra R points for 'exceptional engagement'.

We will recognise and reward behaviour that meets our expectations through:
Awarding R points. Best in Class Verbal and non-verbal praise. Phone calls home Subject specific Postcards Positive Texts Written praise in marking and feedback. Whole school end of term and end of year rewards. Praise in front of peers and other adults. Praise in assembly.

R Points as a Currency

- ✓ Automatic Award: Every student receives an R point for arriving to their lesson on time, recognising their readiness to learn.
- ✓ Staff Discretion: Staff may remove an R point if a student does not demonstrate effective learning behaviours (e.g., lack of engagement, incomplete work). Quietness alone will not result in removal.
- ✓ Additional R Points: Students can earn extra R points for outstanding engagement or exceptional learning behaviours.
- ✓ C Points: These may still be issued for behaviours that hinder learning.
- ✓ Best in Class: Staff can award "Best in Class" for exceptional performance, which is tracked alongside R points.

Learning Behaviours and R Point Criteria

- Green (Secure): Consistently prepared, focused, participative, and reflective students earn R points and may receive extras.
- Amber (Emerging): Generally prepared but inconsistent engagement; may occasionally miss out on R points.
- Red (Hindering): Unprepared, disruptive, or disengaged students may have R points removed and receive C points.

R Point Shop

Frequency: The R point shop will open six times per year, typically once per half term.

Rewards: Students can spend their R points on a range of monetary and non-monetary gifts. Examples include:

- Vouchers
- Chocolate
- Trips
- Meals out
- Special experiences (Movie Lunch, Xbox Lunch, Computer Room access, Karaoke, Indoor Sports, Cooking afternoons)

Process: Students see their R point totals and can choose how to spend them. Staff and prefects help run the shop, and live reports are available to track student balances.

Zero Heroes and Attendance Incentives

- Zero Heroes: Students who receive no C points and/or achieve short-term attendance goals will be entered into a raffle for substantial prizes (e.g., tablet, bike).
- Inclusivity: This initiative ensures that both consistent positive behaviour and improvements in attendance are recognised and celebrated.

Data, Monitoring, and Impact

- Tracking: R points are tracked in Arbor, with staff able to award or remove points in real time. Reports are generated for each student, and data is analysed to ensure fairness and identify trends.
- Evidence of Impact: Staff feedback indicates that students are motivated by the opportunity to earn and spend R points, and the system is meaningful to them. Challenging students are particularly responsive to the new incentives.
- Average R Points: Data shows average R points per student and highlights engagement across year groups.

Communication and Support

- The school will continue to communicate updates and guidance to students and parents.
- Staff will use their judgement to ensure all students, including those who are quiet or reserved, are recognised.
- Tutors are responsible for adding weekly R points for students with clear RRS cards and following daily expectations.
- We provide graduated support for students who struggle with behaviour, including: pastoral mentoring; counselling; REWIND restorative reflection; individual behaviour plans; reasonable

adjustments for SEND; and multi-agency referrals where appropriate. Support aims to prevent recurrence and build skills for self-regulation.

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 pencil case with a pen, a pencil, ruler, water bottle and planner for Y7.** It is the form tutors responsibility to record lack of equipment on Arbor so that they can monitor the situation. Students will be provided with equipment needed to have a successful day of learning, should they need it.

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 by taking out their equipment and putting it on the table.
- 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 issued by their Head of Pastoral Care.
- 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 Arbor. 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 Arbor by class teacher.	Shared with parent/carers on Arbor 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.
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C2	Continued disruptive behaviour, after a C1 warning given.	Recorded as C2 in Arbor by class teacher.	Shared with parent/carers on Arbor.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 Arbor by Helen Dinardo	Shared with parent/carers on Arbor and contact made to parents/carers by the class teacher. Removal arranged, using Whole School Removal Plan with the
	2 x C3 in a day		support of the On-Call system. This will be followed with a 30 minute detention issued by the Head of Pastoral Care. Parent contacted via Head of Pastoral Care. Next day after school detention issued.

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 an internal exclusion in Arbor by Admin Team. Head of Pastoral Care, or Head of Intervention.
	REWIND	As part of the restorative approach, a REWIND may be necessary. Students will be referred by the HOP and a reflection session will be attended. Engagement in this session will be noted.	Noted on provision map by OBR Report created for provision map
Late AM	Late to school	Recorded by gate or Tutors as Late AM	Immediate lunchtime detention that day. Persistent lateness will be followed up with punctuality letters and possibly fines.

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 or member or staff on call will remove the student and 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.

For more serious sanctions, we may be required to run an Onsite Suspension (OSS) and this will be the discretion of the Headteacher, Deputy Headteachers and/or Assistant Head of Standards and Expectations. Parents will be informed of this and will run as close to the incident as possible. As part of this sanction, it may be required to undertake a REWIND or restorative conversation with a member of staff.

Glossary of Key Terms

Suspension: A statutory, fixed-period removal from school, decided by the Headteacher and governed by DfE guidance.

Permanent Exclusion: Removal from the school roll, decided by the Headteacher under statutory guidance.

On-Site Suspension (OSS): Internal exclusion supervised by pastoral/SLT. Not a statutory suspension but recorded and communicated.

Sub-exclusion: Temporary removal from mainstream lessons to an alternative supervised setting for a set period of time.

C4 Intervention: Targeted support following serious incidents or repeated disruption, which may include restorative REWIND sessions.

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:
Walk quietly and SAFELY 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. RESPECT the school community by keeping it tidy and taking care of resources Show RESPECT to other pupils and adults by responding politely Comply with school routines to keep everyone SAFE . Contribute to the supportive ethos of our school. Not physically or verbally hurt others	Give a reminder, positively phrased, about what is expected and award an RRS negative behaviour on Arbor. Give a personalised consequence relevant and proportional to the pupil’s action. Reminder marked on ‘RRS Card’ 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)

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. Students can be rewarded negative RRS points of anything outside of the classroom.

Record Keeping and Monitoring (Arbor)

All behaviour events (R points, C points, removals, detentions, interventions) are recorded on Arbor.

- Form Tutors and Pastoral Teams monitor patterns and act early; SLT oversees consistency and impact.
- Intervention with certain students
- Records relating to safeguarding are shared with the DSL and managed per KCSIE and data protection law.
- Termly reports are provided to governors; anonymised data may be shared with Trust as required.

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.

Lesson Truancy	Lesson truancy will result in loss of social time as well as a referral to C4 intervention.
Incorrect uniform at the start of the day with no valid reason	Will result in students being sent to Mrs L Flints office, where clean, correct uniform will be provided for them to change into. Refusal to do so will result in isolation from the school community until the uniform is corrected. Any further refusal could result in a suspension from school.

Behaviour alerts using Arbor – 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 HOP/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 Monday, Tuesday, Thursday and Friday and will be used if a student chooses to not attend a lunch detention that they were fully aware of or an incident is deemed more serious than a lunchtime detention. This is at the discretion staff. Students who fail to attend their afterschool detention are automatically put into an 'Extended 1 hour Friday Detention'. By having an after-school detention quickly after the poor behaviour choice, 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 teachers** 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 exclusions 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.

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.

Mobile Phones and Devices

At Buxton Community School we are aware of the need for many students to carry mobile phones and devices for reasons of personal safety and practicality while travelling to and from school. We are also conscious of the possible dangers and problems that can arise from the use of mobile phones and devices in school such as:

- the impact on learning of the continual distraction they provide
- bullying through SMS or other means
- possession or transmission of inappropriate/unlawful images
- filming of individuals without their permission
- general nuisance in the classroom and social areas
- accessing inappropriate websites on the internet
- theft/damage to or loss of phones and devices and the resultant loss of time to staff due to investigations

For the reasons mentioned above, mobile phones and devices are not banned by the school but their use anywhere on school premises by students **between 8.50am and 3.20pm** is not permitted (apart from Sixth form students who can use them in the Sixth Form Social Areas). In emergencies, parents and students can contact each other through the school office. It is essential that all emergency information be routed through the school office, so that relevant staff will be aware of any potentially important information.

Please note:

- The student is responsible for the safe keeping of their mobile phone or device at all times, **not the school.**
- Buxton Community School will not take responsibility for loss or damage to mobile phones and devices. (Parents need to be aware that some insurance companies may not cover loss or damage to mobile phones and devices in schools).

- Mobile phones and devices must not be used to contact parents if the student feels unwell. Students should go to the First Aid room, where a member of staff will contact parents if necessary.
- Students may not under any circumstances film other students or teachers, make threatening calls, or in any other way abuse the use of the mobile phone or device. This could lead to the strictest sanctions, including informing the police.
- Parents are strongly requested not to contact your son/daughter via their mobile device during the school day, but for emergencies to contact the school office.
- Mobile phones and devices are not allowed in examination rooms. Any student found in possession of a mobile phone in an examination room will be disqualified from that examination and may be barred from sitting future examinations.
- Mobile phones and devices must be switched off while on school premises (this includes break and lunch times) unless a student has the direct permission of a member of staff.
- Students should keep their phones and devices out of sight and in a secure place.
- If mobile phone use is detected, the mobile phone sanctions will be applied and parents will be notified by text message:
 - 1st offence: phone confiscated until end of the day; collected from reception by the student.
 - 2nd and any further offences: phone confiscated until end of day and a parent/carer, or another adult nominated by the parent/carer, must collect from reception.
 - 3rd offence: as above plus half a day in internal exclusion.
 - 4th offence: as above plus a day in internal exclusion.
 - Any subsequent offences further sanctions will apply.

NB: If at any stage a student who has had their phone confiscated is found to have another phone with them, they will automatically go to 2nd offence stage.

Important links to Key policies

The school's behaviour policy links to the Child Protection and Safeguarding Policy, as well as Child on Child Abuse Policy, Harmful Sexual Behaviour and Anti-Bullying Policy.

Buxton Community School follows the Derbyshire County Council policy on Physical Restraint (Intervention) – Health, Safety and Wellbeing – Schools 2025. **Derbyshire County Council (DCC) maintains that physical intervention should only be used as a last resort, the final element of a process aimed at the prevention and management of behavioural difficulties. However, if physical interventions need to be used then this policy and**

associated guidance should be followed. Full guidance can be found here:

<https://derbyshirecaya.trixonline.co.uk/chapter/restrictive-physical-intervention-and-restraint?search=physical>

Staff are asked to make sure they read all of these key policies at the beginning of the year and when they are updated to ensure they are up to date with any changes or amendments. Staff receive training on Keeping Children Safe in Education (KCSIE) and updates every September and there is an on-going dialogue and communication with regards to individual student's needs and behaviour.

In the event of needing to make a complaint, please see a link to the: Embark Complaints Policy

Teaching and Non-teaching Pastoral Staff

CRS	Jackie Cruse	Media Studies	<i>Head of 6th Form</i>
GNR	Alex Garner	English	Deputy Headteacher – <i>DSL (1st)</i>
HLN	Charlie-Joe Holman	Physical Education	<i>Assistant Headteacher</i>
Standards & Expectations			
JNE	Samantha Jones	Science	<i>Headteacher</i>
OBR	Claire O'Brien	Physical Education	<i>Director of Intervention</i>

Heads of Pastoral Care/ Family Support

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

Lois Rushworth, Rhian Mitchell-Smith

Becky Hall Learning Mentor 6th Form