

Buxton School



Behaviour Policy

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Staff responsible	Theresa McGing
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GB statutory policy	Yes

Behaviour Policy

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Statement of Behaviour Principles

The Governors at Buxton School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Buxton School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our values of self-help, self-responsibility, democracy, equality and mutual support in our all through learning community. We pay particular heed to the fact that our student community is comprised of children and young people between the ages of 3 and 16.

We have high expectations that support the development of our students into responsible citizens, able to participate democratically in their community and the wider world and make a positive contribution.

Principles:

1. All members of the school community have the responsibility to uphold the school behaviour policy so that consistency across the school is maintained at all times.
2. The school believes that no student has the right to prevent the learning of others.
3. All students, staff and visitors have the right to feel safe at all times in school.
4. Buxton School is an inclusive school. All members of the school community should be free from discrimination of any sort.
5. The school encourages high rates of progress for all students supported by excellent conduct, attitudes and learning behaviours in school and in the community
6. All policies should be underpinned by our ethical values of openness, honesty, social responsibility and caring for others.
7. School rules should be clear to the whole school community and be consistently applied by all adults.
8. Governors would like to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school and in the wider community.
9. The Governors wish to emphasise that at Buxton school everyone is treated with respect and that any abuse towards the school's community will not be tolerated.
10. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. We recognise that the use of rewards and sanctions must have regard to the individual situation and the individual students and that sanctions should, however, be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary.
11. The standard of proof to be used in the context of school behaviour is the civil standard 'On the Balance of Probabilities' which means that the Executive Headteacher and staff should consider whether it is more likely than not that what is alleged happened. This is a lower standard of proof than required in the criminal justice system so a school is not required to 'be sure beyond doubt' in determining when to apply its sanctions.

Expectations

Staff:

- To be positive and professional role models
- To reinforce the expectations the school has of students at all times of the day
- To have a shared responsibility for maintaining positive behaviours such as active listening and working collaboratively
- To be aware of the special needs of the students in their care
- To implement the school's behaviour policy

Students:

In the classroom:

- Arrive on time for the start of the lesson
- Wear full school uniform correctly
- Follow the school and specific classroom routines
- Respond promptly to the signal for attention
- Listen in silence when others are speaking
- Follow instructions from staff immediately without arguing
- Have full equipment for learning
- Sit where directed

Inside the building:

- Wear full school uniform correctly
- Ensure coats are carried and not worn if inside buildings
- Walk purposefully without running
- Use private voices without shouting
- Follow the instructions of all members of staff immediately without arguing
- Do not consume any food or drink outside of designated areas
- Do not have physical contact with other students
- Use the bins for litter

In the playground/social spaces:

- Wear your school uniform correctly
- Ensure coats are carried and not worn if inside buildings
- Walk purposefully without running
- Be aware that shouting or crowding can cause alarm
- Follow the instructions of all members of staff
- Eating and drinking only in designated areas
- No fighting, including play fighting
- Use the bins for litter

Outside the school site:

- Treat others with respect
- Engage in activities which uphold the reputation of the school
- Do not use inappropriate language
- Do not smoke
- Follow all instructions from staff without argument

- Cross roads in a safe manner using designated crossing areas correctly
- Allow members of the public to get on buses before you
- Avoid a gathering in a way that blocks pavements or access to premises
- Put litter in the nearest bin
- Wear your full school uniform correctly at all times to and from school
- Remember that these expectations apply to the journey to and from school, all times when you are in uniform and any other time if bringing the school into disrepute

Rewarding Positive Behaviour

Primary phase

House Points are awarded for a whole variety of reasons:

- Modelling good behaviour
- Consistent focus and on task
- Contribution to lessons
- Enjoyment of lessons
- Work produced
- Accuracy of work
- Supporting peers
- Effort applied to tasks
- Self-assessment processes
- Being kind and thoughtful to others

House Points will be put into a large container for the Year Group and contribute to a weekly draw for 'Merit Cup Winner of the Week.'

Children's photographs are taken and sent home with the Merit Cup (Juniors)/Merit Bear (Infants) and a certificate. The photographs are displayed in the Year Area.

Awards may also be given for Mathematician of the Week, Scientist of the Week, Reader or Writer of the week.

Staff are also able to send postcards home with the children detailing a specific achievement the child has made that day.

Secondary phase

Pupils following classroom procedures and who demonstrate preparedness for learning are likely to achieve in their lessons and will be rewarded with House Points.

Teachers are expected to award a minimum of 5 House Points to each of their teaching groups each week. There may be some variation between departments. It is essential to check the agreed expectations within your subject area

Pupils can gain House Points for

- Outstanding contribution to the lesson
- Outstanding work or achievement
- Focusing on the task (Concentration)
- Producing work to the best of their ability
- Presenting work to the best of their ability
- Participating in classroom discussion
- Completing a good piece of homework
- Helping around school
- Following instructions consistently
- (Consistently) Putting all their efforts into the above
- A range of other contributions such as being supportive of another student and representing the school in a positive way.

Phase and Year Leaders distribute badges and certificates on a regular basis in weekly assemblies as bronze, silver, gold and platinum awards for House Points accrued.

Outstanding attainment is rewarded at the annual presentation evening with a certificate.

House Points are given to pupils for a range of achievements and must not be given simply as a motivational tool.

Postcards

Postcards are sent home to congratulate pupils for a variety of reasons. They can be used to motivate pupils, encourage them in different contexts or thank them for acts of help, support and community service. Postcards are available from Subject Leaders.

Jack Petchey Award Scheme

Buxton School participates in the Jack Petchey Award Scheme. These awards honour pupils who show dedication, commitment and achievement in all areas of their life. Any member of staff can nominate a pupil for one of the 9 awards. Buxton Voices (school council) play a key role in the final decision making.

Do you know a pupil who

- Stays cheerful and positive despite major or minor setbacks.
- Shows ongoing positive leadership skills
- Regularly contributes to the wider body of the school community
- Works fantastically hard in your lessons
- Takes on extra work and responsibility to the benefit of others, including as a volunteer
- Trains or practises regularly in drama, arts, music or sports

Or, do you know a pupil who

- Has done something positive that no one else has done
- Has produced a fantastic piece of work
- Has taken part in or led a community project
- Has achieved in arts, drama, music or sport outside school
- Has moved up a set or two in English, Maths or Science/made outstanding progress

If the answer is **Yes** put them forward. If the nomination is agreed, the student will receive a certificate in assembly and an invitation to the annual presentation ceremony at Walthamstow Assembly Hall where they will receive a medal. A sum of money will be allocated to the school to be spent on specific items related to a chosen curriculum area. Nine students can be nominated during the academic year.

Random Acts of Kindness

We recognise and celebrate random acts of kindness throughout the year in the school community.

Green is good

Everyone starts on Green.
You all start here. We shall always assume that you
are behaving in an appropriate manner.

Consequences

Verbal warning
Reflect and change!

15 minute detention:
(when and where you are told)
Reflect and change!

Lunchtime detention
20 minute (12.35-12.55)

This is the school system to promote positive not negative behaviour.

We strive for consistency across the school in terms of the experience our students have as they move from one phase to another and from one subject to another. Staff members are expected to follow the school procedures in the following areas:

- Seating Plans
- Whole School Routines
- Applying Behaviour Management school systems and sanctions
- Rewarding positive behaviour - consistency in giving House Points
- Seating Plans

Every teacher is expected to:

- Have a seating plan for each teaching group
- This must be kept in teachers' planners/ orange folders in Primary Phase
- It should be reviewed regularly alongside teaching plans

This plan should be available to Year Team/Subject Leaders, any visitor to the lesson and will be used for supply cover when necessary.

Actions of pupils that interrupt or prevent learning and teaching will be sanctioned in the following manner:

Primary Phase

- All children start the day on green.
- If they are still on green by the end of the day they receive one House Point.

Yellow	Verbal warning
Orange	2 nd verbal warning
Red	10 minute detention at lunchtime for reflection

Secondary Phase

Yellow	Verbal warning
Orange	15 minute detention with class teacher or other adult
Red	20 minute lunchtime detention in G7 (with Year Leaders)
Blue	Relocated from lesson for preventing learning and one hour detention after school in G10 (staff rota)

YELLOW	When students make choices that interfere with their learning and the
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<p>Verbal Warning</p>	<p>learning of others, they must give them a warning first. They should be told explicitly which of their actions is preventing learning and write their name on the yellow section of the laminated poster. Teachers need to be calm and decisive in giving a warning to a pupil.</p> <p>No sanction, outcome or recording on SIMS should be made at this stage.</p> <p>Examples of where a yellow verbal warning can be communicated to a student are:</p> <ul style="list-style-type: none"> • Talking whilst teacher is talking • Making comments to other students which causes them to react • Shouting out • Behaving inappropriately e.g. moving around without permission, throwing pens or paper across room • Failure to follow instructions. • Talking at inappropriate times – disrupting the lesson. • Eating or drinking anything but water in the lesson. • Leaving the room without permission • Accessing inappropriate material on the internet/computers • Damaging property or graffiti
<p>ORANGE</p> <p>15 minute detention at staff convenience</p>	<p>If the pupil continues the behaviour or causes additional interruption to the learning of others, inform them what behaviour it is you are addressing and then write their name in the orange section of the laminated poster. Then inform the pupil of a time and place that you expect them to meet you for a teacher led (orange) 15 minute detention, writing it in their diary. This should be done preferably at the end of that lesson if a break follows.</p>
<p>RED</p> <p>20 minute detention at lunchtime</p>	<p>Primary: Any act of defiance such as saying ‘no’ to the member of staff goes straight to red.</p> <p>Any level of violence out in the playground or in the classroom will go straight to red.</p> <p>At KS2 and Year 2 it is the child’s responsibility to attend the detention. The teacher is <u>not</u> expected to escort them. At Year 1 it is the teacher’s responsibility to escort the child to the detention.</p> <p>Secondary:</p> <p>If the student continues this behaviour, or causes additional interruption to others learning, they should be informed once again of what behaviour is being addressed and their name should be written in the red section of the laminated poster. Enter the incident details on to the SIMS behaviour log and as a reminder write the date and time of the detention in their diary.</p>

	<p>Detentions take place in the detention room at lunchtime for 20 minutes.</p> <ul style="list-style-type: none"> • Continued failure to follow instructions. • Talking at inappropriate times – disrupting the lesson. • Rudeness to staff or other pupils (Including discriminatory comments such as homophobic/racist/sexist/religious/disability). • Continuing to eat or drink anything but water in the lesson. • Bullying • Leaving the room without permission • Accessing inappropriate material on the internet/computers • Minor damage to school property or use of graffiti <p>It is the student's responsibility to remember to attend detention.</p>
<p>BLUE</p> <p>Relocation and 1 hour detention after school (and/or Internal Exclusion Room if required)</p>	<p>Continued preventing of learning despite Yellow and Orange and Red stages</p> <p>Primary</p> <p>The pupil will be removed to the Year Leader, Assistant Headteacher, or Head of School depending upon circumstances. For older primary pupils, our Internal Exclusion Room may be used.</p> <p>Secondary</p> <p>If the pupil continues this behaviour or continues to cause interruption you should call the 'PL' staff (see below) to remove the pupil to another classroom and provide work for the pupil to complete. Inform them once again what behaviour is causing concern.</p> <p>PL staff may be called to relocate a student to another lesson in the department or take other action such as Internal Exclusion or referral for consideration of a Fixed term Exclusion. The decision to exclude may only be taken by the Executive Headteacher.</p> <p>It needs to be clearly noted that there are some behaviours which bypass this system and these are as follows:</p> <ul style="list-style-type: none"> • Fighting in the classroom. • Endangering the health and safety of other people. • Explicit, repeated refusal to follow the instructions of the teacher. • Threatening or abusive language or behaviour directed towards the teacher or another pupil. • Damaging the reputation of the school e.g. on public transport • Damage to school property • Deliberately offensive language directed at an individual e.g. swearing, racist/sexist comments or innuendo etc. • Intimidating/threatening behaviour • Fighting • Carrying a weapon

- Carry or using illegal substances

Enter the incident details on to the SIMS behaviour log and, as a reminder, **write the date and time of the detention in their diary**. Detentions take place in the detention room for one hour after school and parents must be informed.

Refusing to go to the Internal Exclusion Room may result in a Fixed Term Exclusion. Placement in the Internal Exclusion Room is an in school provision and there is no right for pupils or parents/carers to refuse this provision.

Student Levels of Behaviour

Behaviour at Buxton School is based on Good To Be Green System and there is a levelled system which escalates for behaviours that prevent learning and impact negatively on the smooth running of the school.

Level Zero

All students are allocated a level for behaviour and most will be on Level Zero for the duration of their time at Buxton School. This will reflect the fact that they are meeting expectations for how they conduct themselves both in and outside lessons and on their way to and from school.

Level 1

Students at Level 1 are involved in low level behaviours on an infrequent basis that are dealt with mainly by their classroom teachers/tutors.

Level 2

Students at Level 2 are involved in Level 1 behaviours on a more frequent basis. Some other behaviours are now included (see Table 1 for details). At this stage there will be meetings with parents/carers and discussions at Inclusion Panel regarding referral to a range of possible interventions.

Level 3

Students at Level 3 are persistently presenting with behaviours that are impacting on the learning of themselves and others and the smooth running of the school (see Table 1 for details). They are likely to be accumulating a high number of incidents on the behaviour log and/or be involved in issues resulting in sanctions such as Internal Exclusion or Fixed Term Exclusion. At this Level students will often be referred to an outside agency for support. They will be monitored very closely in order to establish whether their place at the school is viable in the long term.

Level 4

Students at Level 4 are at serious risk of exclusion or referral to the Fair Access Panel for consideration of either a managed move to another mainstream school or a place at a Pupil Referral Unit. Permanent Exclusion may be appropriate at this stage

Student Levels of Behaviour

Behaviour Levels

Level	Examples of Behaviour	Possible Consequence(s)
Level Zero		
Level One Class Teacher/Subject teacher/Staff on duty	<ul style="list-style-type: none"> • Talking at the wrong time • Forgetting equipment, planners or homework • Arriving late • Preventing others from working • Wasting time • Making only the minimum of effort • Making fun of others • Interfering with other pupils possessions • Eating in class • Uniform issues • Littering • Defacing books/property • Use of mobile phone/ electronic equipment • Play-fighting • Use of inappropriate or offensive language • Regularly causing problems at Level 1 or refusing to co-operate with the member of staff at Level 1 • Failure to follow class teachers' instructions • Rudeness to staff or pupils • Persistent failure to complete homework/coursework • Inflammatory behaviour which may lead to fighting • Bullying • Truancy from lesson 	Detention Contact home Confiscation Subject report Tutor report
Level Two Subject Leader /Year Leader	<ul style="list-style-type: none"> • Persistently causing problems at Level 2 or refusal to co-operate with Subject Leader/Year Leader • Incidents listed below where the context and level of provocation/intent suggest an exclusion may be more appropriate • Stealing • Dangerous refusal to follow instructions • Refusal to leave the classroom when asked by a teacher • Persistent refusal to sit where told • Fighting • Deliberate dangerous behaviour • Highly offensive or discriminatory language to any staff or pupils • Breaching the internet and website policy • Physical abuse of staff • Deliberate damage, vandalism, or graffiti • Illegal activities (including alcohol, smoking, gambling) • Assault upon another pupil • Assault against a member of staff or another pupil • Involvement in use of pornographic materials • Inappropriate physical contact with pupils or staff • Bringing the name of the school into disrepute • Persistent bullying • Persistent truancy from lessons • Mobile phone used for filming (confiscated until end of term/otherwise 24 hours and parent to collect) • Possession of drugs • Supplying drugs • Weapons on school site • Violent Assault (including sexual) • Violence against staff • Persistent disruption to the learning of others despite support and interventions over a sustained period • Illegal activity 	Subject report Meeting with parent Detention Internal Exclusion SEND/Inclusion Panel discussion
Level Three: On call/Inclusion Team/Leadership Group		
Level Four Executive Headteacher/Governors		

Sanctions Ladder

The Sanctions Ladder on the following page is a summative guide to the sanctions linked to breaches of the school rules and behaviour policy. They should be seen in conjunction with the Good To Be Green System and the Student Levels of Behaviour descriptions.

Sanctions Ladder

Description of behaviour	Appropriate Action	By Whom?	Parental Support
Green			
No behaviour concerns	Regular reports and rewards Praise postcards and positive letters/phone calls home	All staff	Discuss with child
Yellow (log on SIMS)			
Lack of attention in class/talking in line	1. Reminder 2. Warning (name on board)	All staff	Discuss with child
Not working to targets or potential	Contact home	Teacher	Meet with staff to agree action
Missing homework	20 minute detention	Teacher	Ensure homework is completed
Incorrect uniform/PE kit including hair, make-up or jewellery	Remove banned items/Inclusion Room/20 minute detention(lunchtime)	All staff	Ensure your child is in correct uniform
Incorrect equipment/planner not signed	15 minute detention	Teacher	Ensure your child has the correct equipment
Late to lesson	10/15 minute detention	Teacher	Discuss with child
Late to school	30 minute detention (after school)	Form Tutor/Year team	Ensure your child is ready to arrive on time
Orange (log on SIMS)			
Continued rule breaking in class	15 minute detention/subject report	Subject Leader	Discuss your child's behaviour
Consistent lack of engagement	Meeting with parent + action plan	SL	Discuss with staff + agree action
Consistent under achievement	Meeting with parent + action plan	YL/PL/SL	Discuss action and expectations
Repeated absence	Referred to Education Welfare Officer	YL	Meet with Education Welfare Office (EWO) + agree action
Possession of food/phone/jewellery etc.	Confiscated for designated period	All staff	Discuss + collect
Missing 15 minute detention	20 minute lunchtime detention	All staff	Discuss with child
Late to school after registration	Report to Late Room to complete protocol	Attendance officer	Discuss with child
Red (log on SIMS)			
Persistent breaches of school rules such as defiance, physical contact, name-calling etc.	Relocation/ 1 hour detention/Internal exclusion + urgent meeting with parent	YL/SLT	Meet with staff to agree action Support for restorative plan Ensure child adheres to plan and school rules
Missing a 1 hour detention	1 x day internal exclusion	YL/SLT	Parents informed
Persistent absence/lateness	As above + fixed penalty notices considered/Saturday detention	YL/EWS/SLT	Agree action with EWO
Failure to report to Late Room and complete protocol	30 minute detention after school in G7	All staff/Duty Rota	Ensure child arrives at school on time
Severe (log on SIMS)			
Refusing to go to the Internal exclusion room (2-5)	May result in Fixed Term Exclusion		
Repeatedly missing a 1 hour detention	Severe level sanctions can only be determined by the Executive Head Teacher/Deputy Head teacher in line with the DfE guidance. The range of sanctions considered are shown in brackets against the behavioural concern. Parents are informed and engaged in pastoral/restorative plans in all cases except permanent exclusion. Pastoral/restorative plans will only be considered if there is a degree of contrition, honesty and willingness to apologise in public if necessary.		
Constant disruption: persistent rule breaking or defiance (1-5)			
Bullying: emotional, physical, racial, sexual, homophobic, verbal, cyber (1-5)			
Inappropriate sexualised conduct (1-5)			
Fighting (2-5)			
Abusive/threatening behaviour (2-5)			
Damage to property or theft (3-5)			
Drug/alcohol use (4,5)			
Violence or assault (4,5)			
Drug dealing (5)			
Offensive weapons (5)	1. Internal Exclusion Room + urgent meeting with parents to develop Pastoral support plan 2. Internal Exclusion Room. Parents may be invited to collect their child after school, discuss the reason for the detention and agree an action plan for behavioural improvement. 3. Excluded for 1 day + meeting with parents to agree Pastoral Support Plan 4. Excluded for ? days (to be heard by Governors) + meeting with parents to set a Pastoral Support Plan 5. Permanent exclusion and/or managed move to another school		

