

Buxton School



Name of policy

Behaviour Policy

Date established	June 2012
Staff responsible	Theresa McGing
Review date	Summer 2012
Further review	Annually
GB statutory policy	Yes / No

Behaviour Policy

Aims The aim of this policy is to provide staff, pupils and parents with clearly understood guidelines and strategies to promote positive behaviour as the Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour is necessary in all aspects of school life.

At Buxton School we believe that pupils have to learn how to manage themselves in order to get the most from their learning. To this end we stress the importance of all members of our community taking individual responsibility for ensuring a positive, thoughtful environment is created to allow learning in all its forms to take place. We also believe that this respect and consideration of others together with our determination to meet the individual learning needs of all will prepare our pupils for the demanding environments of higher education and the workplace. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility.

Links with other policies

The Behaviour Policy is linked to other policies which include those for teaching and learning, safeguarding, SEN and the equality plan.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact assessment. The policy may be amended as a result of this assessment

Procedures Teaching staff, pupils and parents are aware of procedures for this policy. Procedures are set out in the staff handbook, pupil diaries and classroom displays. (See Procedures Section of Policy). Pupil ownership and participation of the Policy will be achieved through ongoing consultation with the School Council, school assemblies and PSHCE. A parent booklet will be produced following ratification of this policy

Monitoring The Deputy Headteacher together with Buxton Leadership Team, Middle Leaders, Pastoral Managers and Form Tutors will monitor this policy using data from:

Pupil Merit logs
The On Call log
Exclusion Data

Incident referral data
Internal Exclusion data
Departmental Records

Lesson observations
Work scrutiny and Book sampling

Learning Walks

Review: The policy will be reviewed annually and its implementation and effectiveness assessed. It will be promoted and implemented throughout the school.

The Governing Body

The role of the Governing Body is to keep behaviour under review and monitor the effectiveness of the Behaviour Policy. The Governing Body is also charged with appointing governors to the pupil Discipline Committee. This meet to hear permanent and fixed term (5 days or over) exclusions. The Pupil Discipline Committee is also convened to meet when pupils have activated a series of triggers that have alerted to their being of serious concern. The committee is convened to meet with these pupils and their parents.

Roles and Responsibilities

The Executive Headteacher

The Executive Headteacher is responsible for the implementation of the policy. Only the Executive Headteacher may authorise exclusion. The power is delegated to the Heads of School, Primary and Secondary, where the Executive Headteacher is off site.

Heads of School

Heads of School, Primary and Secondary, are responsible for setting and guiding the ethos the phase, dealing with serious incidents requiring exclusion, issues where there is a child protection concern, persistent low level offenders and liaising with the deputy head overseeing behaviour.

Deputy Headteacher

The deputy headteacher is responsible for the strategic oversight of behaviour and safety. This includes chairing Pupil Planning Meetings, acting as the link with outside agencies such as the Safer Schools and Safer Neighbourhood teams and the designated member of staff for Child Protection. It also involves making referrals to the Waltham Forest Fair Access Panel for pupils who may need a managed move or alternative provision and close liaison with outside agencies working with the most vulnerable pupils and families.

Pastoral Managers

Pastoral Managers are responsible for investigating incidents, including bullying, on a day to day basis relating to particular year groups. They liaise closely with Learning Managers, parents and other key staff in issues relating to particular pupils and groups of pupils. They supervise detentions set for lateness to school and are timetables for one lesson of on call a day. They attend Pupil Planning meetings for relevant year groups.

Learning Managers

Learning Managers are responsible for the academic oversight of particular year groups. They liaise closely with Pastoral Managers so that they are aware of pupils where behaviour is impacting significantly on the achievement of individuals or groups of pupils. They attend Pupil Planning meetings for particular year groups. They monitor pupil planners, homework rewards, attendance and punctuality for their cohorts.

Subject Leaders

Subject Leaders have the duty to share in corporate responsibility for the well being and discipline of all pupils. They are responsible for monitoring and managing learning in their departments. Supporting subject staff and implementing strategies for pupils who are not progressing as they should. They are also responsible for:

- Ethos of the department that reflects the ethos of the school
- Managing the learning of pupils within the department, rewards and sanctions
- Implementing and monitoring the department
- Support subject staff to implement behaviour policy
- Monitoring underachievers and putting interventions in place as necessary
- Referring pupils to Pupil Planning as necessary
- Monitoring behaviour and rewards within the department, having an overview of where they may be issues and supporting staff as necessary, including with sanctions such as detentions and contact with parents/carers

Teachers

Teachers take principal responsibility for the management of pupil behaviour in the classroom and associated follow up actions as appropriate, including contact with parents/carers. Teachers are also responsible for:

- Ensuring that the Behaviour Policy and procedures are followed and applied consistently and fairly
- Creating a purposeful, calm, learning environment
- Teaching and modelling good behaviour
- Monitoring of punctuality and attendance to lessons and ensuring associated issues are followed up
- Issuing rewards and detentions

Form Tutors

Form Tutors are responsible for:

- Establishing an ethos during registration and PSHCE
- Monitoring behaviour of class and individuals via class reports and referrals
- Liaising with staff and parents regarding behaviour/academic concerns
- Daily monitoring of uniform, planner, punctuality and equipment
- Liaising with Learning and Pastoral Managers where there is persistent and serious cause for concern
- Issuing rewards and detentions

Support staff

Support staff are responsible for:

- Ensuring that policy and procedures are followed and applied consistently and fairly
- Creating a high quality learning environment, teaching and modelling good behaviour and implementing the agreed policy and procedures consistently
- Liaising and planning with staff as necessary

Parents/Carers

Parents/carers take responsibility for the behaviour of their child both inside and outside the school. They have responsibility for working in partnership with the school in order to assist in maintaining high standards of behaviour. This includes behaviour on the way to and from school. Parents of excluded pupils must ensure that their son/daughter is not in a public place at any time during school hours on the days when they are excluded.

Pupils

Pupils are responsible for:

- Keeping to the Buxton 'Good to be Green' behaviour procedures for lessons and around the school
- Following staff instructions in and outside school
- Taking responsibility for their own behaviour consistent with an understanding of the need to respect others' rights
- Reporting any incidents of violence, bullying or harassment directed towards themselves or others
- Being punctual to school and to lessons
- Wearing correct school uniform at all times, including to and from school

Sanctions

The school's sanctions system aims to inform and educate pupils of the boundaries of acceptable behaviour and encourage self-discipline. The system is designed so that all staff can consistently apply it. The system aims to reduce inappropriate behaviour and ensure an environment where pupils feel safe.

Most instances of poor behaviour are relatively minor and can be dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice may be necessary.

It is important that sanctions are applied consistently and with fairness. The delivery of a sanction must be a transparent process so that all parties are fully aware of what they are and why they are applied. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied – refer to the school vision and values

- It must be clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Classroom Rules: 'Good to be Green'

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

We are seeking consistency in Teaching and Learning and classroom management throughout both phases and a consistent experience for pupils 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 merits

Seating Plans

Every teacher is expected to:

- Have a seating plan for each teaching group
- This must be kept in teachers' planners/ Available on classroom displays 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.

Whole School Routines - Primary Phase

Movement around the school

Start of the morning:

Pupils will be expected to

- Enter the classroom and organise personal things i.e. coat, lunch box, dinner money, homework etc (Younger children will need support with this initially)
- Sit quietly on the carpet ready for registration

Movement to Assemblies:

Pupils will be expected to

- Line up in silence

- Walk to assembly in class line in silence with the teacher at the front of the line
- Sit in the hall listen well, participating when necessary
- Leave the hall in silence until back in the classroom

Movement across the Year Team:

Pupils will be expected to

- Line up from table groups or from the carpet
- With an adult present walk to and from each bay in silence in single file
- Children wait until the next teacher indicates for the children to come into the bay
- Children go to sit on the carpet quietly and in arrangement teacher requests i.e horseshoe shape or in table rows

Movement around the school:

Children will be expected to

- Walk from one location to another quietly and sensibly
- Children will be asked regularly to take the register or messages to the office. They are expected to be polite using please and thank you
- Be aware of the need for polite manners, holding open the doors for adults and children alike, and being encouraged to say good morning and good afternoon to those adults they pass

Break Times

- The bell at 10:40am in the morning is an indication to teaching staff that it is breaktime
- When the teacher is ready to finish the lesson, the children will be dismissed from the carpet or their tables
- Children will be expected to
- Walk back to their classrooms in small class groups to collect coats, snacks etc
- Go straight outside and the teacher will lock the classroom door from the inside for security and safeguarding the children so as not to enter back in and be unsupervised
- At the end of break the children will be expected to:
- Stand still when the whistle is blown
- Walk to line up when class/Year Group is called
- Stand in line quietly and wait for teacher to arrive
- Children will be escorted into their classrooms ready for the next session

Lunch times

Children will be expected to

- Come into the dining area quietly
- Line up for their lunch sensibly
- Use their manners when receiving their meal
- Sit down quietly and eat using their cutlery in the correct manner
- Be responsible for clearing their food trays etc away (younger ones will need support with this)
- Exit the dining hall in a sensible manner into the playground

Prepared for Learning

“The best way of managing difficult behaviour is to promote positive behaviour.”
(Elton Report)

Sanctions for negative behaviour in the Primary Phase

In class system

‘It’s good to be green’

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

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

Yellow stage

- One verbal warning.
- Name on yellow.

Orange Stage

- One verbal warning.
- Name on orange.

Red stage

- One verbal warning.
- Name on red and 10 minute lunch time detention (reflection)

Detention will be in a designated room.

KS1 in Class 1

KS2 in Class 23

Rota is up in the staff room.

Teachers sending children to the **Red Detention** need to complete the **Red Slip** detailing why the pupil has been put in detention. 10 minutes before lunch begins, these **slips must be sent to the office** and placed in the KS1 or KS2 box.

When to go straight to Red

- Any act of **defiance** such as saying ‘no’ to the member of staff goes straight to red.
- Any level of **violence** out in the playground or in the classroom will go straight to red.

Detention

At KS2 and Year 2 it is the child’s responsibility to attend the detention. The teacher is not expected to escort them.

At Foundation Stage and Year 1 it is the **teacher's** responsibility to escort the child to the detention.

Staff on detention duty

Staff taking the detention must collect the slips and check attendance. During the detention children will be expected to reflect on their behaviour, and should be seen as a time for reparation and reconciliation.

Suggested model for detentions:

Ask the child:

- What did you do that was wrong?
- What do you need to do to put this right or solve the problem?
- What will you try to do differently next time?

The detention is the adult's opportunity to discuss the difficulties that arose and a chance for the children to practice getting it right.

Detention Form:

Key Stage 2 children will complete the appropriate form. Key Stage 1 children will have their conversation scribed by the teacher.

This form will be returned to the office by the teacher taking the detention and placed in the completed detention box.

Attendance in detention:

Any child that did not attend detention will be followed up by a member of LT during the afternoon.

They will make the child aware of their non attendance and issue them a replacement detention plus an additional detention for non attendance.

Lunch time detention

Any child receiving a lunch time detention will be recorded as red with the class teacher. They will not do another Red detention for the class teacher. This needs to be recorded on the Red in the *Go Green* chart so the child does not get a merit at the end of the day for poor lunch time behaviour.

SLT Detentions

Consequences for children being issued with 3 red detentions in a week will be as follows:

- The class teacher will complete an SLT detention form and a copy of this will be given to the appropriate KS manager. The red forms will be attached to this or a brief description of the behaviours leading up to it will be outlined here.

- The class teacher will organise a meeting with the child's parents/carers with the KS manager and an appropriate member of the year group to discuss the child's behaviour.
- The child will complete a 30minute lunchtime detention with the KS manager.
- A generic letter will be sent to the parents/carers stipulating what the next steps will be if the child's negative behaviour continues and another red detention is issued.
- If another red detention is issued within the next week the next steps will be:
- A letter will be posted out to the parents stating that the child has received another red detention and either one of the following consequences will happen

1. An after school 30 minute detention with the Assistant Headteacher (applicable to KS2 only)
2. An internal exclusion for either a half or whole day. This will take place in the deputy head teacher's office.

Uniform (Do not use the 'Good to be Green' system for this)

All children are expected to tuck in their shirts and polo shirts. This is not expected during playtime and lunchtime.

Children are expected to wear correct foot wear.

Girls: sandals, black shoes. No flip flops.

Boys: black shoes, sandals.

Hair

Headscarves and hair accessories must be purple, black, white or grey.

Jewellery

Ear rings: studs must not be bigger than 3mm and plain gold or silver.

No sleepers for health and safety reasons.

Watches

Uniform concerns

Any concerns about children not wearing their uniform advice should be sought from the Year Team Leader and parents spoken to, to see how the school can support or advice.

Out of class behaviour

All children are expected to walk around the school.

All children are expected to treat adults with respect eg. holding the door open, waiting for adults to pass first in corridors and speaking respectfully to all adults in our school.

When lining up at the end of play and lunch times all children are expected to be in straight quiet lines with shirts tucked in.

Rewarding positive behaviour in the primary phase - merits

This will consist of a system of rewarding through merits gained during lessons 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

Merits 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 Team Bay.

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.

Whole School Routines in Secondary Phase

These apply to all lessons including morning registration

Entry Routines

Staff members are expected to meet pupils at the start of every lesson at the door – checking uniform and entry behaviour. Pupils will be expected to line up and enter the classroom in silence (as indicated by the teacher).

- Enter the classroom and walk straight to their allocated seat
- Remove their coats placing them on the back of the chair
- Get out their equipment placing their diary on the desk
- Put their bags out of the way on the floor (under the desk when practical)

Exit Routines

Staff members are expected to manage the exit of pupils from their room.

- Pupils will put on their coats and either stand behind or sit in their seats.
- The teacher will dismiss pupils individually or in rows to ensure a smooth exit and then supervise the corridor.
- Pupils will be able to use quiet voices only while walking around the building.

Sanctions for negative behaviour in the secondary phase

Actions of pupils that interrupt or prevent learning and teaching will be sanctioned. These actions are:

- Lateness to lesson

- Wearing incorrect uniform or failure to remove outdoor clothing.
- Failure to have the right equipment, including PE kit or ingredients for cooking, or their diary on their desk.
- Failure to complete homework

All the above are dealt with by the subject teacher and/or department

- 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).
- Eating or drinking anything but water in the lesson.
- Bullying
- Leaving the room without permission
- Accessing inappropriate material on the internet/computers
- Damaging property or graffiti

All the above are dealt with by the subject teacher using the traffic light system of sanctions

The System

All staff members are expected to use the following system:

YELLOW -When pupils make choices that interfere with their learning and the learning of others, you **must** give them a warning first. Tell them explicitly which of their actions is preventing learning and write their name on the yellow section of the laminated poster. **No sanction or outcome should be given.**

ORANGE - 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 planner. This should be done preferably at the end of that lesson if a break follows. **If the pupil fails to attend the orange detention, a second opportunity must be given before it is escalated to a Key Stage lunchtime (red) detention.**

If a pupil has not attended an orange detention in the past, you should be proactive and remind the pupil that failure to show will result in you finding that pupil and upgrading this detention to a red detention and that the right choice is to be in attendance at the time and place you have highlighted. Staff who issue orange detentions should phone the parents of the pupils concerned during the course of that day to keep them informed of the situation that has occurred. Remember that for most parents a conversation is much more effective than a text.

Note - Should a pupil fail to stay for or return to complete the second orange detention that you have set please ensure that you follow this up directly with the pupil, informing them that you have upgraded this to a Key Stage Detention (Red) filling out the paperwork as described above.

RED - If the pupil continues this behaviour, or causes additional interruption to others learning, inform them once again of what behaviour it is you are addressing and then write their name 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.** (G11 for both Key Stage 3 and Key Stage 4). **Best practice should also include a phone call home.**

*Note – this information needs to be entered **no later than 12.00 noon.** If this is not going to be possible the detention should be set for the next available day.*

RELOCATION

If the pupil continues this behaviour or continues to cause interruption you should call the 'on-call' staff to remove the pupil to another classroom and provide work for the pupil to complete. Inform them once again what behaviour is causing concern. It needs to be clearly noted that there are 4 behaviours which bypass this four step system and these are as follows:

- Fighting in the classroom.
- Endangering the health and safety of other people.
- Explicit refusal to follow the instructions of the teacher.
- Threatening or abusive language or behaviour directed towards the teacher or another pupil.

Note- Use this system fairly and consistently. Use a range of de-escalation techniques first. **Earning a warning back is not possible.**

Staff should write in the pupil diary the date and time of the orange or red detention. This will be the pupil reminder. Contact should be made with home at this point. This includes those pupils who have **twice** failed to attend an orange detention with the teacher. Staff should inform the pupil that the consequence of missing a red lunchtime detention may be escalated to a departmental detention, one with Learning and /or Pastoral Managers or an SLT after school detention for one hour on Friday if they do not attend. *Pupils will not be included on the SLT detention list if the teacher who set the lunchtime detention has not made contact with home about the original incident. This must be recorded on the SIMS behaviour log.*

Tutors will be informed by a note in '**Lesson Monitor**' when they take their register in the morning. Pupils will then be informed by the tutor which day their SLT detention will be held. **It is vital that this information is passed on to pupils by tutors.** Pupils should write this information in their diary. *Any pupil missing registration should be followed up by the tutor during the day so that they receive this information.* On assembly days, slips will be provided in G9 along with the sheet to complete the register. Again, if pupils are missing assembly, the tutor must ensure that the pupil receives the information during the course of the day, if they attend, or at the next registration when they return to school.

Text messages are sent to parents to inform them of pupils' lunchtime and SLT detentions, but the member of staff dealing with the original incident is expected to have had a conversation with a parent/carer before this point.

How to deal with lateness and constant uniform infringements

Lateness

If a pupil arrives significantly more than 3 minutes after start of the lesson, the subject teacher is asked to set sanctions as outlined. Every pupil who arrives after this point is late and will gain a warning (yellow) in the first instance; an orange teacher led detention on the second occasion and a KS detention (red) in the third instance. Please note contact needs to be made with home at this point and the issue needs to be logged on SIMS. Departments should address lateness to lessons as far as possible.

Pupils who arrive after 9.20am to school in the morning are automatically issued with a red lunchtime detention by the Attendance Officer. Pupils arriving between 8.35 and 9.20am must attend a fifteen minute detention at breaktime in G11 on the same day.

Uniform Concerns (Do not use the 'Good to be Green' system for this)

All pupils are checked that they are in full school uniform by senior staff on duty at the main gate between 8.00am and 8.45am. Those pupils who do not conform to this are dealt with by staff on duty. Pupils should also be checked by their form tutor and then subject teachers before they enter the classroom that they are still correctly dressed in the full school uniform. Pastoral Managers, Learning Managers and 'On Call' staff will support staff where issues occur. **Notes from parents or staff regarding reasons for missing uniform are not accepted.** Some spare uniform may be available from reception or Pastoral Managers. A pass may be issued by the Executive Headteacher /Head of School in exceptional circumstances.

Out of class behaviour

Poor behaviour by pupils outside of the classroom situation, including on the stairs, on the corridor or in the playground is the responsibility of all staff to manage. Should action need to be taken for inappropriate behaviour, enter the information on to the SIMS behaviour log. Unless the incident is deemed to be a really serious one in which the 'on call' staff would become involved, a red, lunchtime detention should be given and the pupil informed of this by the member of staff. It is vital to write the date and time in the pupil's planner and make contact with home.

When taking detentions

Orange Detentions -

Suggested model for orange detentions - Ask the pupil

- What did they get wrong?
- What do they need to do put this right?

- What will they try to do differently next time?

The detention is your opportunity to discuss the difficulties that arose and a chance for the pupil to practice getting it right. E.g. sit silently for 5 minutes or make reparation. Detentions should be calm and purposeful and a chance to develop relationships. Please remember, even the pupils who create the most difficulties in class are not challenging all the time. The difficulty must be addressed but try to acknowledge the strengths that the pupil could build on in your next lesson.

Red Detentions

The required responsibilities of staff taking red Key Stage detentions

1. Seat the students
2. Hand out the code of conduct and the detention work sheets to all the pupils.
3. Take the register, add the names of any pupils who are in the detention, but not already on the register.
4. Check that the pupils are completing the work correctly and to a satisfactory standard. Any who have not done so need to be listed on the detention log for a member of SLT to follow up.
5. Collect all the papers and dismiss the pupils at 12.55pm.

Note - Please remember that any pupils who arrive to the detention after 12.35pm should not be allowed into the detention, and the time at which they arrived needs to be noted on the detention log.

'ON CALL' PROCEDURES - Secondary Phase

Each senior member of staff has overall responsibility for overseeing duties on particular days of the week. Along with Pastoral Managers they and other members of SLT are on an on call duty rota to help staff **relocate pupils as long as the 4 step system has been used or it is a situation which is an emergency. Often another member of staff is not required to oversee a relocation as it can be supervised within or between departments.**

We want a system of Behaviour Management which is NOT reliant on 'on-call' and is only used when clearly all other avenues and sanctions have been applied.

Relocation

1. If a pupil has failed to address concerns after gaining a yellow warning, an orange teacher detention or a red Detention and still makes an inappropriate choice of continuing the behaviour that is at issue or continues to disturb learning, the teacher should call for on call as outlined below:
2. Once reception is called the on call staff member will come directly to your classroom. They will ask "what has occurred and what steps have you done". The purpose of this is to ensure all steps have been followed correctly so to not undermine the system (obviously emergency situations listed above supersede the 4 step system). **If satisfied, the pupil will be relocated to another class and work should be provided.** Please be aware that in some situations pupils will be placed in room G32 until parents

can be contacted. It is vital that the issues are recorded on the SIMS behaviour log by the classroom teacher.

3. You should expect that same pupil to return at the end of the relocation to appropriately apologise to you. Please note that if the student fails to attend or acts poorly during this opportunity to make things right then please let the on call member of staff that dealt with the altercation know so they can once again follow the student up. It should be noted that as adults we need to give the pupils every opportunity to do the right thing and accept any genuine apology.
4. The sanction for a relocation is an hour long detention. Parents should be contacted by the classroom teacher or subject leader of the situation and the subsequent detention which may be held within the subject area or SLT detention room if more serious.

Emergency situations - Severe breaches of school discipline will supersede the 4 step system, these are seen as unsafe and on-call should immediately be called for in situations such as:

- Fighting in the classroom.
- Endangering the health and safety of other people.
- Explicit refusal to follow the instructions of the teacher.
- Threatening or abusive language or behaviour directed towards the teacher or another pupil.

In these cases the pupil will be relocated and the situation will be dealt with by the Pastoral Manager concerned.

Communication with staff and parents

It is important that all staff and parents/carers are kept up to date with the behaviour of pupils. The following information is provided on a regular basis:

- Enter all relevant incident information on to the SIMS behaviour log
- Ensure parents/carers are informed early on. This can prevent pupils from 'shooting' through the detention system.
- Weekly updates to form tutors on pupil detentions and merits
- Weekly updates to Pastoral Managers on pupil detentions and merits
- Weekly updates to all staff on all pupil detentions and merits on the staff notice board
- Weekly updates in the bulletin for all staff on pupil detentions at lunchtime, after school and for G32 inclusions
- Information from Learning/Pastoral Managers on pupil and parent interviews
- Feedback from Pupil Planning Meetings to relevant staff
- Feedback to tutors from learning/Pastoral Managers in Year Team meetings
- Information from TMC on pupil and parent interviews
- Information from KWH re final warning meeting with pupil and parent

Ladder of Consequences

One of the failings of the previous system used was the lack of reasonable sanctions for poor choices. The ladder of consequence is based on our agreed philosophy 'surety and consistency rather than severity'. However, as pupils continue to make poor choices the level of sanction also increases. The following diagram over the page illustrates how the ladder of consequence works:

On separate sheet

Rewarding positive behaviour in the secondary phase

Merits

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

Teachers are expected to award a minimum of 5 merits 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 Merits for

- Outstanding contribution to the lesson
- Outstanding work or achievement
- Focussing on the task (Concentration)
- Producing work to the best of their ability
- Presenting work to the best of their ability
- Participating in classroom discussion
- Putting up their hand and waiting for teacher attention
- Completing a good piece of homework
- Following instructions consistently
- (Consistently) Putting all their efforts into the above
-

Learning Managers distribute badges and certificates on a regular basis as bronze, silver, gold and platinum awards for merits accrued.

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

Merits are given to pupils for a range of achievements and must not be given 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 and the staffroom.

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.

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
- Trains or practices 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

If the answer is **Yes** put them forward. The certificate, badge and invitation to Walthamstow Assembly Hall also allows the pupil to spend £250 in school for the benefit of others

Under Review in conjunction with Equality Plan

Bullying

All staff should be alert to signs of bullying and act promptly and firmly. Pupils may see failure to respond to incidents or allegations as tolerating bullying. Concerns about bullying in lessons should be referred by staff in the first instance to form tutors. All incident must be recorded on the SIMS behaviour log. If the concern persists or if it is about bullying over more than one learning area form tutors should make a referral to the Pastoral Support Manager. Concerns about bullying during lunch or break time or between lessons should be referred in the first instance to the Duty Team leader or Pastoral Manager if available. Guidance on dealing with bullying can be found in leaflets and documents issued by the school such as the anti-bullying Policy and the Parent Guide to Bullying.

Racial and Sexual Harassment

Buxton School has a duty to have in place a framework for action to prevent racism and sexism. This is found in a variety of documents. For example, Schemes of Work, the Behaviour Policy (any such incidents are treated in the same way as other breaches of discipline), the Race Equality Policy, the Equal Opportunities Policy and the Equality Plan.. Effective procedures for the reporting and recording of such incidents are in place. Every incident **MUST** be recorded on the SIMS behaviour log. All staff are responsible for maintaining these records.

Staff Experiencing Difficulties With A Pupil

All of us who work with young people in schools experience difficulties managing pupils' behaviour at some time in our career. It is important to sort the problem out sooner rather than later. The more individuals are open to support and reflect on their own practice the sooner a solution will be reached. Strategies for dealing with difficult behaviour are given in Appendix C.

Additional support

Pupils who persistently do not respond to the system of rewards and sanctions or who cause major disruption may be referred to the Inclusion Centre (G32) by the deputy headteacher.

Code of Practice

Pupils whose emotional state or behaviour interferes with their learning are recognised as experiencing emotional or behavioural difficulties and are entitled to support under the CoP. Such pupils may be given additional support at any of the stages of the Code. This may involve the production of a Pastoral Support Plan and they may be entitled to a statutory assessment for a Statement of Special Educational Need. Appropriate strategies for supporting pupils at each stage of the CoP are given in Appendix D.

Standard Letters

We must ensure that pupils and parents see that the school is consistent in dealing with Issues around behaviour and safety. There are a number of standard letters available for use by staff. TMC has oversight of this.

Reports and Target Cards

Pupil behaviour is monitored on the school system. Pupils will be placed on report to their tutor after accruing 10 behaviour points. A System of White, Green, Yellow and Red reports are used to support pupils in behaviour for learning. Pupils with Special Educational Needs will often use target cards with individualised short-term targets designed specifically to meet their needs.

Restraint and Reasonable Force

It is inadvisable to make physical contact with pupils and unlawful to do so except in certain circumstances, eg. to prevent them from hurting themselves or others **or to prevent the pupils from committing an offence**. Unwelcome physical contact with a member of staff may aggravate pupils who are experiencing difficulties controlling their behaviour.

Further information about the law relating to restraint and reasonable force can be found in the main office.

Searches and confiscation

If a member of staff suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by a senior member of staff authorised by the Executive Headteacher and should be conducted by someone of the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken, consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the pupil may be searched without their consent.

When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt: they may only be required to remove their outer clothing such as coats, blazers and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which s/he has or appears to have control. Searches will be conducted in a manner so as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under school rules. Where any article is thought to be a weapon it must be passed to the police. The same applies to illegal substances.

It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found, however, the individual pupil's parents or guardians should be contacted where what is found constitutes a significant breach of the school rules, and especially where a 'prohibited item' is found.

Appendix A

Strategies For Fulfilling The Aims Of the Behaviour Policy

- Working closely with parents and carers.
- involving pupils with the running of the school.
- Dealing with behaviour primarily at the level of teacher and form tutor.
- Vigorously rewarding appropriate behaviour.

- Setting clear limits to inappropriate behaviour.
- Ensuring early intervention.
- Providing a safe and welcoming environment free from disruption, violence, bullying and any sort of harassment
- Providing additional support where pupils have difficulties managing their behaviour.
- Increasing our understanding of and ability to deal effectively with emotional and behavioural issues

Appendix B

General Rules To Observe When A Sanction Is Necessary

Staff should try to carry out their own consequences as this avoids them being disempowered by referring to more senior staff.

- Sanctions should be in proportion to the offence.
- They should be as objective as possible.
- They should happen quickly so that the pupil is left in no doubt as to why s/he is being punished
- They should be clear and clearly understood.
- Consistent application of sanctions is the key to their success.
- Lots of informal interventions need to be made before the first formal step is reached (and in between each step)
- Unless there are exceptional circumstances the punishment of a whole group for the activities of individuals should be avoided.
- Likewise individuals should not be made scapegoats for the activity of a class or group
- Punishments that are degrading or humiliating should never be used.
- All forms of physical punishment are unlawful in the United Kingdom.
- Sanctions are designed to **support** each member of staff in carrying out their responsibilities (that is, to teach pupils and assess their learning to manage lessons and movement around the school with determination and enthusiasm. Sanctions are not designed to remove that responsibility.

Appendix C

Strategies For Dealing With Difficult Behaviour

Initially use **redirecting techniques**, which can get pupils back on task before there is a need to use these sanctions:

- Mention the pupil's name in the course of the lesson.
- Use a non-verbal signal, eg. fingers to lips, frown, 'the look'.
- Stand near the pupil.

- The quiet word, eg. say very quietly, so that no one else can hear eg. 'I want you to get on with your work now'.
- Circulate around. Pay attention to this. Most of us have favourite circulation routes that leave out some areas of the classroom.
- Tactical ignoring. Sometimes a pupil will comply with a request but in a hostile way, eg. muttering or making comments.
- The adult may choose to ignore the secondary behaviour in order to achieve the primary behaviour (compliance with the original request). Deal with the secondary behaviour later unless it turns to open abuse.
- If a pupil continues to misbehave use more formal sanctions. Using a staged response, go through it step by step and calmly: eg. stage 1: verbal warning;
stage 2: formal reminder of the rules/note in planner
stage 3: short detention on the same day to catch up on missed work
stage 4: detention with 24 hours' notice.

Appendix D

Strategies for Supporting Pupils at each Stage of The Code Of Practice School Action

There is a range of strategies available to teachers and pastoral staff:

- Increased differentiation for literacy or general ability.
- Increased menu of rewards.
- Active involvement of the pupil in short term target setting.
- Relate teaching to pupil's interests.
- Vary teaching style.
- Explain learning goals to all pupils.
- Give opportunities to build pupils' self-esteem.
- Use open-ended questions.
- Focus on the behaviour not the pupil.
- Use humour sensitively.
- Remain calm but firm (body language).
- Praise the pupil in front of other teachers.
- Anticipate potential difficulties and develop, eg. team teaching or other joint activity.
- Develop a plan just in case the worst happens.
- Allow the pupil to let off steam.
- Send positive notes home.
- Check room layout and use of resources.
- Manage by walking about
- Give responsibility tasks.
- Involve pupil in recording his/her behaviour.
- Set up buddy systems.
- Encourage positive peer relationships (circle time etc)

- Use other teachers to support you.
- Catch the pupil doing well and reward.
- Vary the group work.
- Make learning interesting and fun.
- Seek in-class support and advice.
- Move pupil to another seat.
- Use positive role models.
- Select groups including target child to plan class/social activities.
- Involve focus groups or working parties in finding solutions.

Work on improving relationship with pupil by:

- Being polite, prepared and punctual.
- Using positive non-verbal communication.
- Using active listening skills.
- Being fair and reasonable.
- Teach self-control (count to ten and back again).
- Sit with the pupil.
- Show your effort to improve the situation.
- Avoid win-lose confrontations.
- Negotiate and compromise.
- Anticipate and prevent problems.
- Involve pupil in decisions.
- Record pupil's efforts and achievements.
- Value pupil as a person.

School Action +

There is a further range of strategies available to teachers, pastoral and learning support staff:

- PSP drawn up by SEN/Inclusion team.
- Implement programme of intervention, monitor and evaluate.
- Use of positive reinforcement to change behaviour. Reward behaviour you want to see more of.
- Actively deal with bullying.
- Pupil self-monitoring: self-observation and self-monitoring.
- Involve the pupil in problem solving.
- Positive entrapment: catch him/her being good and reward straight away.
- Positive thinking: pupil has to learn by heart a list of his/her positive qualities and achievements.
- Review progress with the pupil. What helped and what did not?
- Use hierarchy of positive consequences.
- Use time out.
- Negotiate agreed reparations when penalties are needed.
- Negotiate with pupil agreed, positive targets and decide penalties and bonuses for all involved
- Increase contact with home.
- Teach temper control strategies.
- Very frequent checks on the pupil. Reduction of 'hassle' may be a motivator to change behaviour
- Arrange for pupil to help others eg. hearing younger pupils read.
- Buddy system, peer support.

Use of outside agencies or in-house experts:

Mentors
Learning Mentor
Home school liaison
Early Intervention Team
Educational psychologist
Targeted Youth Support Service
Youth Offending Team
Family Partnership Team
Adolescent Support Team
HEART programme
Safer Schools Police Team
Safer Neighbourhood Team
Child and Family Consultation Service and CAMHS
Social Services
Speech and language therapy
Community nurse
Educational Welfare Officer
Specialist Literacy
Counsellor
Community Links
Behaviour Support Team

Appendix E

Discipline/Referral System

The following are three broad categories of behaviour difficulty which identify who is responsible for dealing with poor behaviour. Level 4 describes the most serious behaviour which falls outside of this plan.

LEVEL 1	Classroom Teacher
LEVEL 2	Subject Leader (for classroom situations) / Pastoral Manager (for out of class situations and/or across departments)
LEVEL 3	Inclusion Team/BLT
LEVEL 4	Executive Headteacher/Governors

Behaviour at Buxton School can be divided into four, broad, levels of seriousness:

Level One: Teacher

- 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
- bullying
- use of mobile phone/ electronic equipment
- spitting
- play-fighting
- use of inappropriate or offensive language
- truancy

Level Two: Subject Leader /Pastoral Manager

- 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 leads to fighting

Level Three: On call/Inclusion Team/Leadership Group

- inappropriate touching
- letting down the good reputation of the school in public
- accidental but serious damage
- incidents listed below where the context and level of provocation/intent suggest an exclusion may be more appropriate
 - Serious fighting

Pupils may move up a stage:

- regularly causing problems at Level 2 or refusal to co-operate with Subject Leader/Pastoral Manager
- stealing
- dangerous refusal to follow instructions
- refusal to leave the classroom when asked by a teacher
- 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
- drug related incidents (including alcohol and smoking)
- assault upon another pupil
- sexual abuse or assault against a member of staff or another pupil
- involvement in pornographic materials
- carrying an offensive weapon
- inappropriate physical contact with pupils or staff

Level Four: Executive Headteacher/Governors

- Supplying drugs
- Weapons on school site

- Violent Assault (including sexual)
- Violence against staff

Exclusion Appendix F

As far as possible, Buxton School will avoid exclusion from school as a sanction. This is because in the majority of cases the pupils involved are some of the most vulnerable and are at risk to either themselves or others when out of the safe environment of school. There are some instances where exclusion is unavoidable, but in the main the school will endeavour to find an alternative either on site or at another institution in the area.

Internal exclusion or 'isolation' from other pupils will be supervised in room G32. Pupils isolated as a sanction in this room will remain there until 4pm on the day(s) for which they are internally excluded. During this time they will be supervised at all times, spending break and lunchtime within the room. Work will be set according to year/key stage.

Pupils who fail to comply with the rules of internal exclusion and fail to follow direction from staff supervising the provision will be required to do additional time in internal exclusion or be excluded from school for a fixed period depending upon circumstances.

Fixed Term Exclusions

Pupils' who are excluded for a fixed term between 1 and 5 days are to remain at home and complete work provided by the school. During the exclusion the parent/carer has a duty to ensure that their child is not present in public during school hours, unless there is reasonable justification for this e.g. a medical appointment. The family may be prosecuted or receive a penalty notice from the Local Authority if their child is in a public place during the exclusion. All looked after pupils or pupils with a Statement of SEN will attend Day 6 provision (currently at George Mitchell School) from Day 1 of the exclusion.

