

Buckler's Mead
— ACADEMY —

An Inspiring Education for All

Behaviour Procedure & Processes

Purpose

This policy sets out the measures by which Buckler's Mead Academy ensures:

- Students demonstrate good behaviour, self discipline and respect of themselves and others
- Students engage with all work, and complete tasks to the best of their ability
- All members of the community hold sky high expectations of themselves and others

This policy falls in underpinned by the Midsomer Norton Schools Partnership Behaviour Policy, which is available here

<https://drive.google.com/drive/folders/0B5Z73cTOEMQdTVJCVU0weFZQb2s?resourcekey=0-mC9nM0f-rFEjRkAeis0sAw>

Ethos

Buckler's Mead seeks to create a culture, climate and ethos of sky high expectations for all, making success inevitable. This is based on mutual respect and the insistence on a positive learning environment. Students must be able to learn in calm and quiet classrooms. Similarly teachers as the experts in the room, must be able to teach in calm, purposeful and engaged environments.

The role of all adults on site is to support students in developing outstanding behaviours that ensure they will be positive and productive members of adult society. All students have the right to be treated with fairness and consistency, as do staff. Students have a responsibility to themselves, and the rest of the school community, to behave in a way that enables learning and achievement.

Parents and carers are active participants in a student's life, and learning, and therefore we must act in partnership with the school. As such, the school expects parents and carers to proactively and positively engage as partners in their child's learning.

Consequences are intended to deter, protect and improve. The ultimate aim of all consequences is to move to a point where they do not need to be used, as the behaviour has been modified to meet the expectations of the Academy.

Content

This document follows the guidance, 'Behaviour and discipline in schools: Advice for Headteachers and School Staff', published January 2016 and acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and students with special educational needs and / or disabilities (SEND).

This policy should be read in conjunction with the following policies:

- Behaviour and discipline in schools - Behaviour and discipline in schools
- Searching, screening and confiscation at school - School Discipline
- The Equality Act 2010 - Equality Act 2010
- Use of reasonable force in schools - School Discipline
- Supporting pupils with medical conditions at school - Supporting pupils at school with medical conditions
- Suspension from maintained schools, academies and pupil referral units in England - School Suspension

The policy has also been based on the following educational literature and research-

- DfE Behaviour in Schools guidance September 2022
- Tom Bennett- Running the Room
- Sam Strickland various literature
- Education Endowment Fund research and literature
- Guidance linked to the ADPR process and from LEA

Responsibilities

The Governing Body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy and promoting the strategies within to consistently ensure 'sky high expectations' are upheld at all times
- Modelling positive behaviour, creating warm, welcoming and friendly environments where young people flourish
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ensuring our key consistencies and routines are followed as part of daily routines
- Support colleagues and leaders to create and sustained positive behaviour culture
- Recording behaviour incidents and issuing praise in line with policy and guidance
- Contact home to discuss behaviour concerns, incidents and offer praise as required
- Heads of Department are expected to oversee, support colleagues and take necessary steps to ensure positive learning environments within the subject area
- Achievement Leaders oversee the rewards and consequence allocation for both key stages
- The senior leadership team will support staff in responding to behaviour incidents and ensure that positive learning environments are in place across the school. Key post holders will also quality assure and secure accountability to ensure that policy and procedure is consistently applied.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly
- Work in a constructive and supportive manner with staff in order to support their child
- Model appropriate behaviour in their interactions with the school and whilst on site

Monitoring and Evaluation

This policy is reviewed by the Governing Body on an annual basis. The Senior Leadership undertakes a thorough review and evaluation of the impact of this policy and practice and reports to the Governing Body. Any change to the policy is clearly communicated to all members of staff and to parents and students themselves.

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Appendix 1: Guiding Ethos and Principles

Principles

At Buckler's Mead we believe that every child deserves to learn in calm and quiet classrooms. Every teacher is the expert in the room and must be able to teach in a calm and quiet environment. Academic success and achievement begins with sky high expectations and exemplary behaviour.

Our fundamental principle to achieve this is **100% consistency** in our **ACTIONS, WORDS** and sky high **EXPECTATIONS** for all. This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

Buckler's Mead's approach to fostering a positive and inclusive learning environment is linked to the following-

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.
- We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- Good behaviour is built and sustained through consistent front-loaded/proactive actions and words. Sanctions are a consequence of poor behaviour, not a solution to it.
- Consistent routines, structures and cues across classrooms are essential to forming, and reinforcing high expectations.
- Published rules are clear and concise, consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all students.
- Consistent scripts and positive language are used to manage and reinforce the behaviour we want from our students.
- Staff are expected to be warm, welcoming and friendly whilst reinforcing boundaries and expectations.
- Behaviour is taught by staff alongside the academic curriculum. We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality teaching & learning within a supportive and responsive pastoral system. The school also plans for opportunities to deliver and teach the positive behaviours we expect from students.
- Parents have a powerful influence on the behaviour and outcomes of their child. Moreover, parents continue to be responsible for the behaviour of their children in school. Engaging with parents is essential to support positive behaviour. It is vital that staff and parents are mutually supportive.
- In exercising discipline, fairness and natural justice should prevail. Consequences should be appropriate to the misdemeanour and the individual.
- Praise and positivity is essential to building self esteem, reinforcing positive behaviour and creating the climate for successful and resilient learners. This is done through common language, simple acts of praise and rewards.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Headteacher and Governors.
- The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in - service training for the prevention of disciplinary problems

Appendix 2:
Vision & Values

An Inspiring Education for All



Success

Sky high expectations and aspirations for all, making success inevitable.



Ambition

Building desire and determination. Inspiring hope to be the best version of yourself.



Enjoyment

Challenging one another, finding the joy in every day and fostering a lifelong love of learning.



Opportunity

A wealth of opportunities to acquire powerful knowledge and culturally rich experiences.



Community

An inclusive community working together to succeed together.

Appendix 3 Show me your best

Our behaviour curriculum is taught in a number of ways. In order to promote positive behaviour and teach these explicitly, students are taught to 'Show me your best'. We believe that all students should be the best version of themselves. Staff are encouraged to use positive language to remind students of appropriate learning behaviours. These are rewarded and recognised by staff as part of our rewards and praise procedures. Assembly and form time sessions are also dedicated to teaching these behaviours.

Show me your 	
Participant	playing an active role in every lesson.
Best Books	smart, well presented books demonstrating your best work.
Attentive listener	attention to the speaker, sat up straight, arms still, pens down. (ASAP)
Answering like an expert	sophisticated full sentence answers using technical terms
Expert Readers	following along and ready to read aloud in class
Proactive	having a 'can do' attitude, working out solutions, owning your learning
Home Learner	working on tasks independently and completing homework to a high standard
Organised	bringing the correct equipment, kit and uniform. Meeting deadlines
Kind	caring, polite, looking after one another and the site.

Appendix 4 Behaviour Support Systems

In managing behaviour, we will, in consultation with parents, have recourse to any, or all, of our internal support services and external agencies including:

- The Educational Psychology Service
- The Education Welfare Service
- Family Intervention Service

- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Adolescent Support Workers
- South Somerset Partnership School (SSPS)

The Behaviour and Support System is designed to ensure that staff identify students who require support needed to be successful in their learning.

The School provides a positive support package to those students who require additional help. This includes a range of support such as

- Thrive
- Forest school
- Counsellor
- Targeted mentoring
- ELSA
- In class support
- Education welfare officer

Please note that the above provisions are subject to assessment of need, capacity to offer support and waiting times.

Student Hub

The student Hub is an onsite provision that students can access to support academic and pastoral needs. Students can access this facility during break times, lunchtimes and the end of the school day.

Pastoral Coordinators

Each Year Group has a designated non-teaching member of the pastoral team, a Pastoral Coordinator, who monitors and supports students' emotional and personal development. Pastoral Coordinators use these logs to identify students who would benefit from receiving intervention strategies to help them develop holistically.

Tutors

Tutors monitor the logs for daily supportive communication with their tutees. They also communicate with the student hub team to help them to intervene as quickly and effectively as possible.

Role of Achievement Leaders

Each key stage has a designated Achievement Leader, who monitors and supports students. The role is to remove barriers to learning and support academic progress. Achievement leaders use 'Support Needed' Logs to identify intervention strategies to support students with their learning. They work closely with the Heads of Department and the SEND Team to offer support following the ADPR (Assess, Plan, Do, Review) process.

Pre-emptive Strategies

Transition

The school has a clear transition approach in place to induct new pupils into the school so that they are able to meet the school's expectations from day one. During the summer term members of the senior leadership team and the Student Hub team will visit the primary schools of schools. During these visits staff will discuss with pupils what they can expect at secondary school, give them advice to reassure them about the transition to secondary school and share expectations about lessons, routines and behaviour.

Staff will also meet with class teachers to discuss feedback about pupils, alongside written references and academic data.

Fact Finders days will also be offered to those pupils which the primary schools identify as vulnerable. This could include having a Special Educational Need or Disability, low confidence/self esteem or any other reason that their primary school identifies. These are led by the SENDCo and staff from the Student Hub. Fact Finders days offer an additional visit to the school before transition days to help settle initial nerves before the main transition event

Transition takes place over two days where all new pupils attend Buckler's Mead School in July. Pupils are placed in their tutor groups and spend time acclimatising to the school. They also spend time in a carousel of lesson activities to give them a taste of lessons at secondary school.

In September pupils in Year 7 are the first to attend the first few lessons of the new academic year. Students will then receive 'launch pad' events to induct them into the key consistencies, routines and expectations.

Students in receipt of Pupil Premium alongside other individuals are also given the opportunity to attend summer school before starting in september. This is lead and run by school staff, intended to familiarise students with staff, routines and expectations in advance of the new school year.

Standing Starts

At the start of each day pupils will go to tutor rooms from 8:30- 8.35am. During this time students will have equipment and uniform carefully checked. This allows key messages to be delivered to all pupils at the start of the day and to ensure a calm and orderly start to the day.

Assemblies

Each year group has an assembly once per week which focuses on a whole school theme. Senior and pastoral leaders, coupled with guest speakers, will deliver these over the course of an academic year. Once per term there is a celebration assembly which brings together pupils for a celebration of their collective and individual achievements.

The headteacher along with other senior member of staff will also lead an expectations assembly three times a year.

Launch Pad Events

At the start of each academic year, students participate in a launchpad event. This is intended to outline our key consistencies, routines and expectations.

Drop Down Days

Students will receive opportunities to participate in drop down days which are planned to respond to key themes to support student conduct. During these days students will explore key themes and ideas and reflect on their importance to themselves and the community. These days are also planned to linked to SMSC, PSHE and RSE frameworks and statutory guidelines.

Pupil Premium

Buckler's Mead applies a Tiered response in order to the meet the needs of students and overcome barriers to learning. Achievement Leaders oversee and review the level of support a student requires allocating to specific tiers linked to need. These Tiers ensure funding and support as applied at a suitable level.

The Pupil Premium fund is also used to ensure that students are able to experience opportunities to build cultural capital and have positive experiences in the school that lead to a sense of belonging and purpose.

Breakfast Club

Students are provided with a breakfast provision to support key students. The Student Hub works with individuals and families to make sure that students who require this support are able to access a breakfast each day.

Appendix 5 The System of Rewarding Good Behaviour

In order to create a positive learning environment, we recognise and praise good learning behaviours. Recognising and celebrating positive behaviours is an essential part of our behaviour curriculum.

- Positive and negative behaviours are awarded and recorded using Class Charts; we aim to award positive and negative points on a 5:1 ratio or better.
- Every classroom has a Learning Objective/Stars board displayed near the front of the classroom. Teachers will use this board to identify students who have been recognised for their efforts within the lesson (there is also a negative section to identify warnings).
- Weekly positive phone calls to parents/guardians are made and there is an expectation that every teacher makes at least 3 positive phone calls home every week.
- Celebration Assemblies are held at the end of each term and are one of the main ways in which we formally recognise and celebrate success.
- Students collect reward points throughout their time at Buckler's Mead Academy and rewards will be issued as part of a cumulative total over a term, month, year and key stage.
- Rewards are logged on Class Charts, where staff, parents and students are all able to see them, alongside the written comments.
- Rewards are issued on Class Charts when a student demonstrates behaviour that meets and exceeds our 'Show me your best' framework

	<u>Achievement</u>	<u>Reward</u>	<u>Person Responsible</u>
<p>'Show me your best'</p> <p>Classcharts points</p>	<p>200 positive Points</p> <p>300 positive points</p> <p>400 positive points</p> <p>600 positive points</p> <p>800 positive points</p>	<p>Bronze Certificate and Badge</p> <p>Silver Certificate and Badge</p> <p>Gold Certificate and Badge.</p> <p>Platinum Certificate and Badge. Headteachers Letter</p> <p>Allocation of Rewards Tie</p>	<p>Achievement Lead and Pastoral Coordinator</p> <p>Achievement Lead and Pastoral Coordinator</p> <p>Behaviour Lead and Pastoral Coordinator</p> <p>Headteacher</p> <p>Governors and Headteacher</p>
<p>Quality of work and performance</p> <p>Purple Reward Card</p>	<p>Teachers will allocate a purple rewards cards to students within their classes that demonstrate:</p> <ul style="list-style-type: none"> -An exemplary piece of classwork -An exemplary piece of written work -Have an an exemplary lesson -Consistently show their best <p>Teachers to hand out a maximum of 2 cards per class per half term</p>	<p>Students with purple cards will be receive 15 positive points on class charts</p> <p>Students will visit the Headteacher or another senior member of staff at allocated times to share and celebrate their work</p>	<p>Class Teacher</p> <p>Head of Department</p>
<p>Attendance, punctuality and behaviour</p> <p>End of Term Rewards</p>	<p>All year groups will receive an end of term reward activity (3 rewards trips a year).</p> <p>Students will also receive a half termly celebration assembly.</p>	<p>Criteria for invitation to rewards trip:</p> <p>-A commitment to achieving 98% attendance in the term.</p>	<p>Achievement Lead and Pastoral Coordinator</p>
<p>Attendance</p>	<p>Students meeting or exceeding our attendance target</p> <p>Students who demonstrate significant improvement in attendance over a term</p>	<p>Certificate in the end of term celebration assembly</p> <p>Letter home to parents</p>	<p>Achievement Lead and Pastoral Coordinator</p>
<p>Arts and Sport</p>	<p>Students will be awarded with a colours tie for either</p> <ul style="list-style-type: none"> -outstanding contribution and commitment 	<p>Colours tie</p>	<p>Heads of PE, Music, Art and Drama</p>

Sport and Arts Colours tie	-outstanding performance and achievement This will be decided by Heads of Department in consultation with the Headteacher	Awarded on a termly basis	Headteacher
Role Model	Roll of Honour Students who have been nominated by teachers for consistently demonstrating and role modelling an aspect of our 'Show me your best framework	A certificate and recognition awarded in the end of term rewards assembly	Achievement Lead and Pastoral Coordinator

The Positive Point System

The Positive Point System ensures that all students can make an active contribution towards their form and House. The form with highest points will receive an award as part of the celebration assemblies each term.

Positive points will also contribute to the house trophy which is awarded at the end of each year. In this way, students are not only awarded on a personal level, but they also feel a deeper sense of belonging in our School Community.

Year groups are also rewarded at the end of each term with an event or trip as reward for meeting expectations and receiving positive points. Students will be invited to these events based on meeting key thresholds for behaviour, attendance and good overall conduct.

Appendix 6 Classroom Expectations

Every second of learning counts

Each day begins with 'Standing starts' where the tutor will check uniform and equipment

STARS is followed at the start of each and every lesson

Students are expected to respond to staff instruction 'First time - every time'

Students are expected to sit according to a seating plan provided by the teacher

Teachers apply common scripts and language to signal and direct students to meet our expectations

Unacceptable behaviours

We have identified some behaviours which are unacceptable in school. These are classified into three; Ready, Respectful, Responsible. Children will learn about these behaviours and why they are not acceptable at Buckler's Mead School. These are displayed around the school and referred to in tutor times, assemblies and lessons.

Ready
<p>Poor organisation & dress correctly Lack of equipment or not handing in homework Not dressed according to the uniform policy and expectations</p>
Respectful
<p>Rudeness Talking whilst a teacher or member of the class is doing so Playing/fiddling and not paying attention Shouting out Interrupting Non-verbal gesturing eg 'rolling eyes' Lack of basic manners 'please' 'thankyou' 'good morning'</p>
<p>Unkind Sniggering or laughing at someone else Making inappropriate or comments of a discriminatory nature Over aggressive physical or non physical behaviour towards staff or peers Damaging property</p>
<p>Defiance Answering back Non verbal gestures or expressions that show disrespect and disregard Ignoring requests Leaving seat or class without permissions Refusing to complete tasks or work Refusing instructions or routines</p>
Responsible
<p>Disruption Making noise to distract others Turning around Laughing at other students who are being disruptive Not following instructions Attempting to distract others Off task Boisterous and anti social behaviour</p>

*This list is not exhaustive and there maybe other behaviours that would be seen as inappropriate and contravene our policy

Appendix 7 Allocation of Consequences

Unacceptable behaviours are broken down into the following categories. These are used to inform consequences and teacher responses.

Consequences and responses to behaviour are intended to deter, protect and improve. Where appropriate staff also take into account any contributing factors that are identified after the incident occurred.

	Types of behaviour	Consequence
Level One	Low level disruption and rudeness Poor organisation Boisterous or similar anti social behaviours Incorrect uniform	Discussion with member of staff Verbal reprimand or Direct 'teacher instruction' given

Level Two	Repeat behaviours linked to Level One Missed homework Late Answering back Rudeness and defiance Unkindness and use of inappropriate language Ignoring instructions and reasonable requests	Verbal reprimand or Direct 'teacher instruction' given Moved in the class Detention issued Classcharts used to log
Level Three	Repeated behaviours linked to Level Two Refusal to comply with uniform policy and expectations Truancy Missed detentions	Student removed from the room to complete work in another classroom Detention issued Parents informed and may be invited into school to discuss strategies further with class teacher Internal exclusion
Level Four	Continued repeated behaviours from level three Persistent disruptive behaviour/ Serious disruptive behaviour Anti social behaviour & vandalism/damage to property Theft Maximum Defiance Bullying Verbally abusive Vaping or smoking Discriminatory and derogatory language Possession of prohibited items Illegal activities Over aggressive physical or non physical behaviour towards staff or peers Actual or threatened violence Assault Inappropriate mobile phone use including taking videos/pictures of staff/pupils, distributing videos/pictures of staff/pupils, upskirting, bullying, spreading malicious rumours, refusal to hand items over to staff when requested etc Conduct that endangers others Harassment, intimidation or verba/sexual abuse.	Internal exclusion Disciplinary stage support plan Suspension Permanent Exclusion

*the list above is not exhaustive and there may be other behaviour which the school deem to fit into the categories above

Lesson Removal and Isolation

Removal from a lesson should be an **unusual event**. It cannot be the common strategy to deal with behaviour. A student can be removed-

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- c) to allow the pupil to regain calm in a safe space.

All removals should result in detention and a phone call to the parent to discuss the behaviour. Any student removed more than twice from a lesson over a short period of time will require a parental meeting with the teacher and head of department.

Students who continue to fail to meet expectations after removal will be placed in IEC or receive further consequences in line with our policy.

Allocation of Detentions

All detentions are set and recorded through class charts. All teaching and support staff may set detentions as a consequence for behaviour and not meeting academy expectations.

Departments and the student hub team may issue their own detentions, such as a break time or lunchtime detentions as a consequence of poor behaviour choices. These will be recorded through a negative Class Charts log.

Students can receive a detention for behaviour in lessons, break or around the school site

Detentions Set include:

Type	Length	Venue	Time	Issued for
Late Detention	15 Minutes	IEC	Breaktime	Late to AM reg
Detention	15 minutes	C1	Lunchtime	Level Two behaviour
After School detention	20 minutes	Main Hall	3:00pm	Level Two behaviour
Extended detention	40 minutes	Main Hall	3:00pm	Level Three behaviour

Lunchtime detentions are planned and implemented to allow reasonable time for the pupil to eat, drink and use the toilet.

Attendance to Detentions:

All detention attendance is logged on class charts. Failure to attend a detention will result in an expectation that the student completes an extended detention the following day. Failure to do so will result in an IEC (internal Exclusion Centre) day, which includes a 30 minute after school detention. Staff responsible for marking the registers are responsible for the resetting and escalation of detentions.

A note on late to school detentions:

Late to school detentions are to ensure students develop strong attendance and punctuality habits to prepare them for later life, but also to ensure they are ready and prepared for a day of learning. Whilst we are sympathetic to the occasional factor that might be outside of a student's control (for example a broken down bus, road closure or significant home event), we will not accept habitual lateness due to travel methods.

Behaviour Records

Buckler's Mead Academy uses ClassCharts to record all behaviour Information. All stakeholders have access to this via an online app or website.

Students and parents are encouraged to check this regularly to gain notifications of positive and negative behaviour.

Negative behaviour is logged in the following categories:

- Phone/banned item confiscated
- Parking (a student being sent to an alternative classroom to complete their work)
- Missing PE kit
- Respectful
- Responsible
- Ready to learn
- Late to AM registration
- Concern phone call made

- Homework not submitted
- Late to lessons
- Uniform issue

Positive behaviours are also recorded. Positive behaviour points are linked to our 'show me your best' framework.

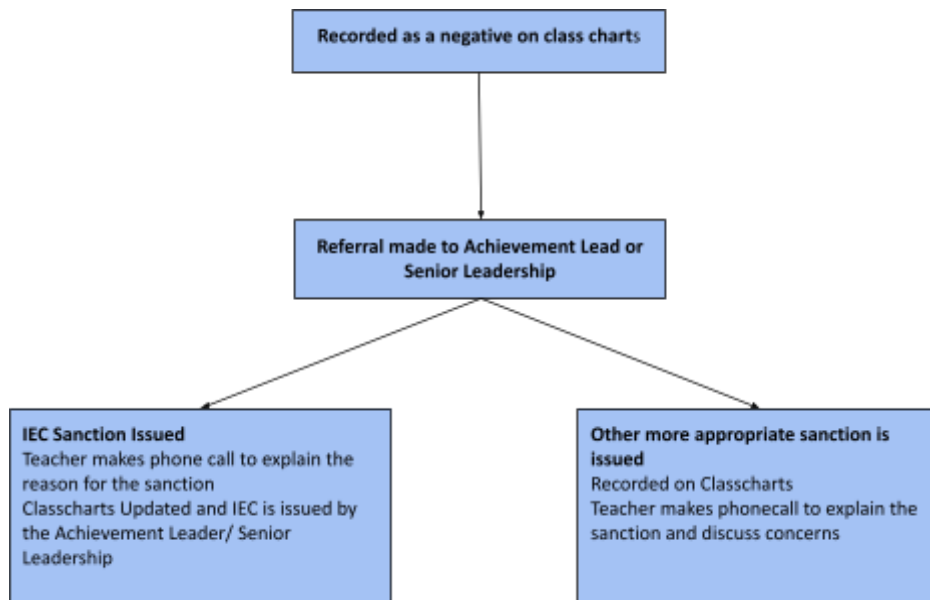
Appendix 8 IEC (Internal Exclusion Centre) Referral Process

The IEC (internal Exclusion Centre) is the most serious consequence we have for student actions before we remove a child from the site.

An IEC (internal Exclusion Centre) consequence could be recommended for Level Three or Four behaviours.

An IEC (internal Exclusion Centre) consequence runs from 8.30am to 3:40pm. Students will remain in the IEC for the full day. If a student requires food from the refectory, they will be given the opportunity to order this, and it will be delivered to them. This includes the provision of Free School Meals.

The IEC is fully staffed by senior staff members. Students will be expected to complete work set by their subject teachers, and the reflection booklet provided.



Appendix 9 : Suspension Referral Process

There are two kinds of suspension:

- Suspension
- Permanent exclusion

We also use a Level Zero Isolation (known as IEC), as required.

Reasons for suspension:

A suspension is a serious consequence for a breach or breaches of the school's behaviour policy. Suspensions will be issued for Level Four behaviours.

Types of Suspension:

Suspension

The Headteacher, or delegated members of the Senior leadership team (which will be either a Deputy Headteacher), may exclude a pupil for up to 45 days in a single academic year.

The Suspension should be regarded as a consequence.

Work will be set during a suspension, this will be accessed on Google Classroom. The school will provide paper copies of work on request of the parent/guardian

From the sixth consecutive day of Suspension the pupil will be educated off-site.

Suspensions should not be extended or converted into a permanent exclusion however may be considered where further evidence has come to light.

Parents/guardians and the pupil will be expected to attend a formal reintegration meeting before returning to the academy. During this meeting, a plan will be agreed to support the pupil's return to school.

A pupil who is suspended, may trigger a Staged Disciplinary Support Plan in order to reintegrate into the school and support to address any factors influencing behaviour.

Students who are on a Staged Disciplinary Support Plan will receive an appropriate number of days linked to the Stage of the plan.

Permanent Exclusion

In-line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to suspend or permanently exclude a student will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with equally where physical contact is made).
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

Managing Students' Behaviour during Their Transition to Buckler's Mead Academy

Buckler's Mead Academy receives students from a number of primary schools in Year 7. To support the transition of students during Autumn Term of Year 7, any student's first serious breach of the school's behaviour policy will be held as an internal isolation (IEC), instead of issuing a formal suspension. Students will serve their isolation by attending the School's IEC. We will proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations, however there may be occasions where an incident is so serious that a suspension is warranted.

Suspensions are normally applied as follows:

Suspension Stage	Examples of Use	Length	Follow-Up actions to support readmission
Year 7 Transition Stage	Term One Year 7 Internal Isolation	Usually one/two days	Meeting with Achievement leader
Stage One	Used to sanction for Level Three type behaviours	Usually one or two days	Reintegration meeting with Achievement Leader Letter sent home summarise the meeting Period of Monitoring by Pastoral Coordinator/Achievement Leaders OR commencement of Disciplinary Stage Contact home following first and fifth day after return
Stage Two	Used for those who are responsible for significant acts of indiscipline (Level Three-Four) or for individuals who have already been issued with a Stage Two suspension for similar actions/behaviours	Normally two to five days	Reintegration meeting with Achievement Leader Letter sent home summarise the meeting Period of Monitoring by Achievement Leader/ Commencement or graduation of Disciplinary Stage Support Plan Contact home following first and fifth day after return
Stage Three	Used for those who are responsible for a significant act of indiscipline (Level Three-Four) or for students who have already been issued a Stage Three for similar actions and behaviours.	Normally three to five days	Reintegration meeting with Senior Leadership (DHT/HT) with the achievement leader present Letter sent home summarise the meeting Disciplinary Stage Support Plan graduated or initiated Contact home following first and fifth day after return
Stage Four Permanent Exclusion	Used in response to a serious one off breach or persistent breaches of the school's behaviour policy (Level Four) where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others.	Immediate & permanent	No readmission Parent are informed School inform Local Authority with 24 hours or decision From the sixth day onwards, the LEA is responsible for the student's education All Permanent Exclusions are subject to LA and DfE guidelines

In all cases of suspensions, regular reviews of a student's progress and behaviour is carried out by the Achievement Lead and the parents/carers will be informed of any concerns.

It is worth noting that:

- Any stage may be used at any time and may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.

- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well as informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.
- For any suspension of one to five days, the school has the responsibility to ensure that work is set and reviewed.
- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. Parents are responsible for working with the school to ensure that their child attends the provision set from the sixth day.

Review of Suspensions

The Headteacher will review every student's suspension record three times each Academic Year. Students who receive no further suspensions or serious incidents during this period may be reverted back to one stage. In this way, it is possible to remove all levels of suspensions over time with sustained good behaviour.

Appendix 10 Disciplinary Stages

When a pupil's behaviour becomes a serious cause for concern the school will use the following disciplinary stages to let the pupil, staff, parents and governors know of its concern.

Placing a pupil on a disciplinary stage is not therefore a consequence in itself but expresses the seriousness of the school's concern.

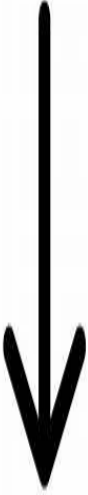
The stages form part of the ladder of response where there are challenging behaviours that make a child or young person at risk of suspension or exclusion.

The intention of the system is to promote good behaviour by providing pupils with the chance to improve on their behaviour and consistent good behaviour will result in "stages" being removed.

The process supports a graduated response, and allows students the opportunity to reflect on, and improve their behaviour and choices.

Our support plan follows the principles of ADPR (assess, plan, do and review) to provide a framework for analysing the factors that might be influencing behaviours so that the approaches used can be based on this assessment.

The support plan is appropriate for those who have been identified as having special educational needs and/or a disability (SEND) and also appropriate for those who have not been identified as having SEND.

		Name	Persons responsible	Length of Suspension
Stage 1		Support Tracker	Led by the Tutor & Pastoral Coordinator	Usually 1-2 Days
Stage 2		Support Tracker	Pastoral Coordinator	Usually 2 Days
Stage 3		Formal Support Tracker	Pastoral Coordinator & Achievement Lead	Usually 2-5 Days
Stage 4		Formal Support Plan	Achievement Lead & Senior Leadership	Usually 3-5 days
Stage 5		Pastoral Support Plan	Senior Leadership & Headteacher	Usually 5 days
Stage 6		Permanent Exclusion	Headteacher and Governors	Immediate & permanent

Stage 1

Used where universal systems, structures and consequences are not modifying behaviour or internal isolation has proved insufficient or for a significant misdemeanour.

Used when a pupil is displaying poor behaviour choices, and this has been identified through the collection of negative behaviour points in class charts, the student is in receipt of a number of behaviour for learning detentions or has been issued an internal exclusion.

A plan will be written for the student following the ADPR process, including clear specific and sensible targets to tackle the behaviours of concern. This will be implemented over a minimum of a two week period but may be longer if it is appropriate to do so. This will not exceed six weeks.

Parents will be contacted at the beginning and the end of the tracking period for feedback. Contact may also be made during the period to discuss progress.

Stage 2

Used when the student has not been successful in improving their behaviour following stage one, or if the behaviour is at the level where the student is in danger of suspension. This stage will be accompanied by a meeting between the school and parents.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a minimum of a two week period.

The completion of Stage Two will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed six weeks.

Parents will be expected to attend a minimum of two meetings as part of this process. It may be necessary to have several meetings during this stage in order to support the young person.

Stage 3

Used for those who are responsible for a significant act of indiscipline, when a pupil's behaviour has significantly deteriorated or has failed earlier stages of the graduated response . The Headteacher will usually consider the need for a short suspension at this stage.

Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting a summary of the key themes from Stages One and Two will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a minimum of a two week period.

Parents will be contacted on a regular basis to update on progress. They will also be asked to attend meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage Three will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed four weeks.

Stage 4

Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy. Stage Four is also used for students who have already been issued a has failed earlier stages of the graduated response or who have already been issued with a Stage Three Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.

Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting a summary of the key themes from Stages One to Three (if appropriate) will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.

Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage Three will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed four weeks.

Stage 5

Used when failure to successfully complete the Stage 4 targets will result in a student being placed on a Pastoral Support programme. This will last six school weeks.

A collaborative meeting will be held led by a member of staff and bringing in relevant others such as the family/CYP (where appropriate) /other school staff, external agencies as required.

During the meeting a plan will be put in place, setting the lead person responsible for overseeing the actions are completed. The plan will follow the ADPR process, along with check ins to assess whether actions are taking place and the impact of these. It may be necessary to communicate with external agencies at this point.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a weekly period for the duration of the plan. Targets may be changed and adapted to support the student to be successful.

Parents will be contacted on a weekly basis to update on progress. They will also be asked to attend a midpoint review meeting, followed by an end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than 1 hour and be held face to face.

The completion of Stage Five will be a minimum of three weeks and maximum of six weeks.

Stage 6

Permanent exclusion will be used when there is a serious incident which leads to the safety of other children being put at risk and/or when there is persistent continuous misbehaviour which puts the pupil beyond the care and control of the school and prejudices the education and/or safety of other children.

The Headteacher's decision to permanently exclude will be considered by a panel of three Governors. At this meeting the child and their parents/guardians will hear the school's case for Suspension and be able to put their case. If the panel agrees to uphold the Headteacher's decision there is a right of review before an Independent Review Panel.

Clarifications

A student may progress through each of the disciplinary stages if they are unable to demonstrate sustained improved behaviour through successful completion of the BIP reporting process.

The school has the right to escalate a child through the stages to reflect the seriousness of the behaviour displayed.

Targets

Each disciplinary stage will require three targets to be set. These will be

- Exclusively focused on the student's behaviour and ensuring it meets the Academy expectations.
- Specific, clear and achievable.
- Targets will be focused on the actions and steps that students should take to act in a positive manner.
- Targets should be taken from the menu provided and adapted as required to meet the needs of the pupil.

Targets will be reviewed on a daily basis by the person monitoring the student and scored as follows-

2= target has been achieved for the day as indicated by the behaviour logs on classcharts.

1= target has been partially achieved (1 behaviour log has been recorded indicating there was an issue)

0- target has not been met (more than 1 behaviour log has been recorded indication that there were multiple issues.

Students must attend daily and weekly review meetings in order for their targets to be met. Failure to attend these meetings will result in a 0.

A student may be viewed as “successfully” completing a report only if the following criteria have been met:

- A student has demonstrated they have met the targets set in the vast majority of cases (a staff member may set a numerical target to achieve over the week)
- There are no other behaviours that are a significant concern

Appendix 11 Uniform

Buckler's Mead uniform is integral to our approach. Pupils should wear their uniform with pride, signifying that they are ready to learn. Our uniform approach promotes inclusivity and supports our purposeful learning environment. It is one of the outward signs by which the local community recognises and makes judgments about the pupils. It is important for pupils and the school that the way pupils present themselves is positive and acceptable and supports a well ordered and smart establishment. It is expected that all pupils will come to Buckler's Mead School every day in the correct uniform as we want our students to take pride and belong to the school. The support of parents in ensuring this is expected. These items listed form the regulation School uniform and must be worn on a daily basis.



Blazers (Grey) with the academy must be worn around the school site at all times including break times. Students can remove these when seated with permission from a teacher. The House colour badge should be worn on the left lapel.

School jumper: A plain black 'V neck' standard knitted school style jumper (not patterned) is worn underneath the blazer. There is no requirement for the jumper to have the BMA logo on it

Shirt/blouse: white, buttoned up to neck. Any vests or t-shirts worn under the shirt must be plain white and without a logo. They should not be visible. School Tie: striped, upper school or prefect (clip on is available)

Skirts: should be black and pleated between 5cm above the knee and 7cm below. They should be suitable rather than stretchy material. Skirts should be worn with plain black or neutral tights, or ankle or knee length socks

Trousers: School trousers should be plain black. No faded trousers, denim or denim look, chinos, joggers, leggings or hipsters should be worn. Trousers should be full length reaching down to the shoe

Tailored Shorts: black, knee length tailored shorts

Socks: Socks should be plain black with no visible logo and cover the ankle, not short trainer socks

Shoes: flat black leather (or leather style) formal school shoes, not suede or other fabrics, not boots. The wearing of trainers or shoes that resemble or have similar features are not allowed. Typical styles of shoes are- oxford, derby, brogue or loafer. Please be advised that stores will often provide misleading or incorrect guidance regarding footwear.

Make up: Only discrete and natural looking makeup is permitted. Natural looking makeup may include a pale shade of eye shadow, black or brown mascara and foundation the same colour as the student's natural skin tone. Glitter makeup, bold and unnatural eyeliner and lipstick are not permitted

Nail extensions, long nails and/or nail varnish are not permitted

Hair: No extreme haircuts or colours are permitted. Hair should be natural looking. More than one colour is not acceptable. Streaks of colour within the hair that are not the student's natural hair colour are not acceptable. Mohican and undercut styles are not acceptable

Jewellery/Badges: One studded earring only is permitted in each earlobe. Other sorts of earrings, of any colour, including 'spacers, bars, or spikes' are not permitted. All other body piercings are not acceptable and cannot be covered by a plaster. This includes nose studs, tongue bars and piercings at the top of the ear. One simple ring, no large stones or sovereigns are permitted. Necklaces and bracelets should not be worn; with the exception of one charity band which must be removed for PE.

Coats- students should wear a sensible, warm and waterproof coat during the winter months. Hoodies or other fabric garments are not permitted. Hoods should only be worn during wet weather and taken down during all other times. Coats do not replace the need to wear a blazer. Coats should always be worn on top of blazers.

Only official Bucklers Mead Academy badges can be worn on the lapel of the blazer. Bucklers Mead Academy badges are encouraged to be worn with pride.

Where a student fails to meet this expectation, they will be directed to Student Support where contact with the parents or carers will be made. If possible, it is expected that parents/carers rectify the uniform immediately by bringing the correct item of clothing onto the school site. If they are unable to do this, Student Support will, as far as is possible, loan an alternative item to the student.

Students who persistently arrive onsite dressed inappropriately will complete an IEC day and parents will be contacted.

If a student refuses to accept a loan item, they will be isolated until the uniform can be rectified. The uniform policy is clear, and it is our expectation that student's take responsibility for ensuring they meet it.

Should a family require support to ensure the student has all items of uniform required, the Student Support Team will be able to support the student. The school will ensure that any familial financial limitations do not cause the student to be unable to meet the uniform standards.

Appendix 12 Further Key Information

Attendance and Punctuality

It is the expectation of the Academy that all students attend every school day, unless there is an authorised reason for absence.

Attendance is directly correlated to student achievement and regular attendance ensures a student is able to engage successfully as part of the Academy community.

If a student is late for a lesson, the student will be awarded a negative point on Class Charts.

A student late for school will receive a 15 minute detention on the same day, these are set centrally following the tutor's completion of the register. Tutors will be notified of this and will make a phone call home to discuss this after the second occurrence of lateness in close succession. This will normally run on a half termly basis.

A student late for lessons will receive an after school detention to be issued by the teacher.

Equipment (Ready to Learn)

Students are expected to have the following the following equipment which is checked each and every morning as part of morning registration and the STARS process every lesson

- Sensible School Bag or backpack. Students must not bring satchels/large handbags where they are unable to carry books and equipment.
- Planner
- Timetable
- Black/blue pens
- Mini whiteboard and pen
- Pencil
- Ruler
- Sharpener
- Rubber
- Calculator
- Full PE kit (on timetabled days only)

Tutors carry out daily equipment checks as part of 'standing starts' to ensure students have the correct equipment for learning.

Tutors have additional equipment to supply students with key equipment as part of their work to remove barriers to learning. Tutors are asked to contact parents if there is a concern about equipment or organisation.

If a student does not have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a negative behaviour point is assigned and this is sanctioned as appropriate.

The academy provides all students with the following equipment at the beginning of each year or admission- mini whiteboard, whiteboard pen and planner. Students will be expected to replace any items that are lost or damaged. This is available on our parentpay system and run by the student hub team

Social Times (Breaktime and Lunch)

Students have allocated areas to use during social times that are year group specific. They should remain in these areas, but are welcome to visit the refectory or toilets as required.

All grass areas during winter months and/or when declared out of bounds by the Headteacher.

During wet weather, students should find an appropriate shelter or indoor space within the year group zone. They will be directed and supported by members of staff to these spaces.

Other areas that are out of bounds are areas beyond the Leisure Centre Entrance, the Car Park, Classrooms/Corridors (unless going to the toilet or attending an activity supervised by a member of staff).

The Academy holds the same high expectations of all students during the more unstructured social times as it does during lesson time. Defiant or anti-social behaviour will be dealt with in accordance with the behaviour policy. The school holds clear expectations of student behaviour whilst in the refectory.

Failure to meet these expectations will result in consequences, and a potential period of restricted access to the refectory seating area.

Mobile Devices/Earphones/Electronic Devices

Students should not use earphones, mobile phones or other electronic devices whilst on school grounds. These must be kept in bags at all times.

The Academy operates a “not seen and not heard” policy.

If a student breaches this they will be required to hand the device to a member of staff. The device will be stored in the school safe, and an adult with parental responsibility will be required to collect the device at the end of the school day. Should a parent or carer be unable to attend the school site during the opening hours, collection from the Leisure Centre Reception can be arranged, but must be with prior agreement from the parents and the School Reception Team.

Students are not permitted to use their device to record audio or take photographs or video of other students or members of staff without their permission. Any instances where students are found filming other students or teaching staff without their permission will be treated as a significant misdemeanour and action taken accordingly. Incidents where students upload material, for public viewing, illicitly filmed at Buckler’s Mead Academy will be treated as a significant act of indiscipline and action taken accordingly.

If parents have an emergency and need to contact their child, then they should do this by phoning or emailing the school reception. The school is then responsible for passing the message to the pupil. Similarly, if a pupil needs to contact home, then they can do so by going to reception before school, during morning break, lunchtime or after school.

Out of the Classroom and Toilet Visits

Unless there are exceptional circumstances (or upon staff request) students should be in the classroom.

If, in an exceptional circumstance they are required to leave the classroom, the student should be carrying a note or pass. A teacher will direct the student to the nearest toilet and provide a sensible time limit.

Adequate time to use the toilet is provided at break and lunchtime. Students are expected to be in the habit of using the toilet at convenient times. This is a life skill.

Children and adults without diagnosed medical needs should not use the toilet during lesson times. Students with a specific need will be supported by the Student Hub or LSB in order to access the facilities as needed.

If there are circumstances which may require a child to need the toilet more frequently or at unexpected moments, parents are advised to contact the child's tutor or the Student Hub. We will endeavour to provide support to children in such circumstances.

All visits to the toilet are logged on Class Charts by teachers and staff. This is intended to help support students and make sure that barriers to learning are removed.

Malicious Allegations against Staff by Students

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly.

If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

Prevention of Bullying

The strict behaviour expectations in place at Buckler's Mead Academy are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the School will take action if there are suspected incidents of bullying.

Teachers' Powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have the power to impose detention outside school hours.

Teachers can confiscate students' property.

Conduct outside of school

Pupils are expected to uphold the same high standards when representing the school away from the school site. This includes travelling to and from school and when participating in school trips, visits and sports fixtures. The systems of rewards and sanctions may be applied as appropriate in relation to conduct outside of school. This is in line with the statement on Page 1 of the Midsomer Norton Partnership Trust (MNSP) Behaviour Policy.

Where behaviour has caused concern or a student has demonstrated that they may not be able to behave appropriately, students may be banned from representing the school on extra-curricular fixtures or trips until their behaviour improves.

In addition, the school will follow its Behaviour Policy where a pupil's conduct outside of school puts other pupils within the school at risk or feel unsafe. The school will work with the police if there are any serious incidents that take place outside school that affect the wellbeing and behaviour of pupils when in school to determine suitable sanctions.

Misuse of Social Media

Please refer to paragraph two of the MNSP Behaviour Policy regarding teacher's statutory power to discipline students for misbehaving outside of school.

Students must not access or use social media platforms whilst on school site, either through school IT equipment or through their personal devices.

The school does not hold any legal responsibility to act if there is an incident of poor behaviour on social media or online. However, the school will support as far as possible with the reporting of, and investigation into, any incidents of poor behaviour, or bullying using social media. This will include reporting these incidents to the appropriate authorities, including the Police and CEOP.

It is the responsibility of the parent or carer to ensure that their child is using age appropriate platforms and sites. If the behaviour on Social Media or online contravenes our behaviour policy, the school has the right to act to ensure the safety and wellbeing of all members of its community.

SEND

We consistently promote an inclusive culture with high standards of behaviour and provide support to ensure that all students can achieve. Our procedures and processes consider the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

All staff are provided with information and training to support the needs of all pupils as part of quality first teaching.

Our expectations create a calm and purposeful environment which benefits all pupils, including those with SEND. We use the graduated approach of assess, plan, deliver and review (APDR) to ensure the appropriate support is provided.

Staff at Buckler's Mead School receive frequent training for managing, identifying, supporting and de-escalating behaviours. Staff have clear and consistent behaviour expectations for all children, including those with SEND. However, we aim to consider the unique needs of each individual pupil and provide appropriate support to help them meet these expectations.

Training

Training Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

Training is planned and delivered in response to specific needs of staff as well as in response to specific challenges or trends.

Our new staff receive additional training, mentoring and support as part of their induction.