



Behaviour Policy

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1		Claire Elliott	Reviewed and moved onto new template.

(Incorporating statements on the use of reasonable force and screening and searching of students)

The Principles

This policy must be read in conjunction with the school's Safeguarding and Child Protection Policy and Staff Code of Conduct.

The Trust believes that Teaching and Learning are mediated through individual and group relationships, and the quality of these relationships either limits or extends the quality of learning and the impact of teaching in individual classrooms and across the school. The social and emotional skills our students do or do not possess directly impacts on their progress as learners and their effectiveness as people. Supporting the development of these skills in our students through individual intervention and through supporting and following our shared approaches is a key professional responsibility of all staff employed to work with children, inside and outside the classroom. It seeks to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- ensuring consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment; free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures
- All staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the

Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently

- All staff will be familiar with the Relational Approaches to Supporting Social & Emotional Development and Managing Behaviour self-evaluation document, which details the attitudes, competencies and behaviours staff need to demonstrate to support the school's approach.

Teachers and SEND Support Assistants will:

- Ensure that the policy is consistently and fairly applied
- Exercise classroom management that encourages positive behaviour
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded
- Model by their own actions the expectations Old Buckenham High School has for students
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.

Pastoral Managers and behaviour manager:

Provide support programmes for identified individuals and groups.

- Advise the Progress Leaders and Head of Year on appropriate courses of action
- Communicate with parents/carers re concerns and provide advice or support for families
- Monitor individuals or groups of students to allow for early intervention and review of support provided
- Evaluate support for individuals through reports to the Senior Leadership Team and Governors

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of children both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

The Use of Reasonable Force

Department of Education's Use of Force Guidance (2010)

"All school staff members have a legal power to use reasonable force to prevent children or young persons committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline".

Reasonable Force

There is no legal definition of reasonable force - however all staff will recognise: The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force.

Staff at Old Buckenham High School have identified 3 broad categories of incidents where Reasonable Force may be necessary:

1. Action due to imminent risk of child or young person committing an offence.
2. Action due to risk of injury or significant damage to property (including the child or young person themselves). Examples of 1 & 2:
 - a child or young person attacks a member of staff or another child or young person
 - a child or young person is engaged in or on the verge of starting to damage property
 - a child or young person is running in a corridor in a way that could cause injury.
3. Action where a child or young person is behaving in a way that is compromising good order and discipline.
Examples of 3:
 - A child or young person persistently refuses to leave the room or attempts to abscond from staff
 - A child or young person is behaving in a way that is seriously disrupting the lesson.

A dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Social Services Department under child protection procedures.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a child or young person or parent, cannot be ruled out. In those circumstances it will be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances.

A member of staff using any force should be reported to the Headteacher as soon as possible after the event. All incidents will be logged by the Headteacher.

The power to discipline beyond the school gate:

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school
- misbehaviour at any time, including on-line activities, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school
 - Not bring the school into disrepute through the use of social media

In all of these circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Behaviour on School Transport

Students who are within catchment and travel on school transportation provided by Norfolk County Council must all behave appropriately while on the school buses. The school will follow procedures set out by Norfolk County Council in terms of managing behaviour. The school is unable to provide adult supervision on such transportation and shares responsibility for the good order of students with NCC. The school currently arranges school transportation for some students who live outside of the school's catchment area. The school takes responsibility for the behaviour and procedures are set out by the school.

Screening and Searching

The school follows the DfE Advice for Headteachers, school staff and governing bodies.

Key Points

- School staff can search a student for any item if the student agrees
- Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include, noting this is not an exhaustive list and the Head teacher's judgment is final
- knives or weapons

- alcohol
- Items to be sold on school premises (students are not permitted to sell items brought into school)
- illegal drugs
- stolen items
- tobacco and cigarette papers (including e-cigarettes)
- matches/lighters/fireworks
- Items bought onto the school site with the intentions of selling
- Pornographic/offensive material or images
- Phone records to investigate incidence of bullying/inappropriate behaviour
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence;
 - ii) to cause personal injury to, or damage to the property of, any person (including the student).

Malicious allegations

If an allegation is made towards a member of staff that is found to be false and malicious the school will take firm action and consider the allegation as very serious and issue appropriate Consequences. A risk assessment will be drawn up regarding the student to ensure all staff are aware of any future potential malicious allegations.

Pastoral care for school staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

The Equality Act 2010

The school ensures The Equality Act 2010 and the update advice issued May 2014 is adhered to. In summary this means the school will:

- not unlawfully discriminate against pupils because of their sex, race, disability religion or belief or sexual orientation and students who are pregnant or have recently given birth, or who are undergoing gender reassignment

The role of governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. 2. Section 88(2) of the EIA requires the governing body to:

a, make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and

b, notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

EXPECTATIONS WITH REGARD TO STUDENTS

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the school environment
- Follow the classroom 'golden' rules
- Not use mobile phones unless they are included as part of a planned lesson

EXPECTATIONS WITH REGARD TO STAFF

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school in school uniform, correctly equipped and prepared to work

Student Leadership and the reward system- The OBHS Award

The school believes that rewarding positive behaviour encourages students to behave well and promotes a sense of belonging to the school. The reward system encourages students to participate fully in the life of the school and recognises achievement across a broad spectrum of activities. The OBHS Award promotes the sense that individual achievement contributes to the wider achievement of the House and school. This award is to recognise effort and achievement in three areas:

Bronze	20 Points
Silver	60 Points
Gold	150 Points
Platinum	300 Points

Examples of House Points that will be awarded:

Points	Independence	Resilience	Collaboration	Ambition	Creativity
2	Outstanding Piece of Work/ participation in a lesson.	Evidence of academic progress. To be awarded no more frequently than once a half term.	Regular attendance to enrichment activity. To be awarded termly.	Exceeding a Target Grade in a Subject. Evidence of this will be seen in data entered on to G4S.	Actively involved in Creative Arts (concerts, competitions, festivals etc.). To be entered once for each concert/ competition/ festival.
	Evidence over time of effective organisation and self-direction		Is regularly kind, considerate, helpful, tolerant of others regardless of differences.	Shows a commitment to setting challenging personal targets (and working actively to achieve them).	Regular evidence of approaching tasks creatively.
	Star of the Week.	Star of the Week.	Star of the Week.	Star of the Week	Star of the Week.
	Commitment to an enrichment activity. To be awarded on	100% attendance for half a term. Awarded by	Actively involved in whole school community: litter picking,	Takes pride in themselves as a student at OBHS. Evident in	Regular evidence of the student wondering, investigating

	completion of the award/certificate.	HoY at the end of each half term.	ambassador, student panel, inter-house, sports day.	the presentation of themselves and the presentation and quality of their work over time.	and inquiring: asking thoughtful questions listening actively.
	Evidence over time of engagement with feedback leading to reflection and high quality improvement.	Evidence over time of sticking with difficult situations, and not seeing barriers as a reason to give up.	Shows regular evidence that they can reflect and learn from mistakes they have made.	Is regularly a valuable member of a group during collaborative work.	Working actively and creatively to solve a problem (raising money for charity, being a part of a student focus group)
4	Additional role within school: prefect, form captain, school council, student librarian. To be awarded once every term for the duration of the role.	Significant contribution to a school team (involving additional time commitment etc.). To be awarded once every term for the duration of the role.	Student Mentoring (including literacy and numeracy). To be awarded once every term for the duration of the role.	Achievement Awards: For example, Anti-Bullying Ambassador. To be awarded once on the completion of the award.	Significant involvement in the annual production. To be awarded once a year (due to the annual nature of the production).

House Points can be awarded by any member of staff for achievement in a number of areas from academic effort, achievement, positive contribution to the school. House Points are recorded on G4S enabling parents and students being able to track their progress.

Student Leadership roles:

Year Group	Student Leadership opportunities
7	Form Reps, Student Council, Environmental Club, Antibullying ambassadors
8	Form Reps, Student Council, Environmental Club, Antibullying ambassadors
9	Form Reps, Student Council, Environmental Club, Antibullying ambassadors
10	Sports House Captain Boy/Girl, Mentors, Paired Reading, Student Council, Environmental Club, Antibullying ambassadors
11	Head Boy/Girl, Senior Senate, Senior Prefect, Prefect, Mentors, Paired Reading, Environmental Club, Antibullying ambassadors

SUPPORT STRUCTURES FOR STUDENTS CAUSING CONCERN

The following structures exist within the school to support students whose behaviour is causing concern. Wave Approach

The school operates a 'Wave Approach' to meeting the needs of students with additional needs including those with social, emotional and behavioural needs. The SENDCo and pastoral team meet regularly to identify which students have additional needs and agree how best the school can meet those needs and identify where external agency support is required. Individual Support Plans are used when necessary.

Mentoring Scheme

A team of mentors works within the school to support and encourage students who are not achieving their potential.

Placement on the SEN Register

Students are assessed and their need identified before being on the register. Wave support is monitored by the SENCO and appropriate interventions are put in place.

Involvement of Pastoral Support Workers

The school has a team of Pastoral, who work with students on an individual basis.

Pastoral Support Plans

These plans are for students who are in danger of permanent exclusion. They last up to eight weeks. A child may receive no more than two PSP in succession. Students are set targets and the school's interventions are stated.

Governor Behaviour Panels

When the school has serious concerns about the behaviour of a student and there is a risk of permanent exclusion or the behaviour of a student has not positively

responded to the normal interventions a behaviour panel may be arranged. One or more governors are invited into school to meet with the student, parent and appropriate staff member to discuss the situation. The purpose of the panel is supportive and to look for solutions and is not considered a sanction.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR*-

All incidents must be logged on Go 4 Schools (G4S) and mandatory actions followed. It is the responsibility of the member of staff who 'opens' an incident on G4S to ensure actions are followed up and the incident is closed.

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher but must also be recorded in Go 4 Schools. The Curriculum Leader is expected to deal with the matter, in line with their departmental policy.

It is the responsibility of the Heads of Year or Progress Leaders to monitor students' behaviour across the curriculum. They will become involved if a student's behaviour is causing concern in a number of subject areas. They are also responsible for dealing with serious incidents which are likely to result in exclusion. Members of the Senior Leadership Team or pastoral team are available throughout the day to remove students from lessons where there is serious disruption. Subject teachers should send a student to Departmental support or the removal room, or a responsible student to the office for assistance, if required. These incidents must be recorded to enable Curriculum Leader/Pastoral/ SLT to deal with the matter, depending upon the severity of the incident.

Informing Parents

Parents can see all incidents logged on G4S, however, more personal contact via email or telephone may be required. Staff must be aware that any information logged on G4S must be factually accurate and does not include thoughts and views of the student or their actions. It should also be noted that the information on G4S may be shared with external agencies if required.

CONSEQUENCES

The purpose of consequences is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- helping students to understand the structure and boundaries in the school.

A sanction should:

- have a restorative and reparative component

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely
- be used consistently
- be proportionate to the nature and seriousness of the behaviour
- take account of the cultural background of the student
- be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a student with special educational needs)
- be recorded in the appropriate manner.

Outlined below are examples of unacceptable behaviour and consequences which are available. This is not a tariff, and each case must be dealt with according to its circumstance. Consequences will be applied fairly in accordance with guidance and exclusion used when no other alternatives are available.

C1-Minor Incidents inside the classroom

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment, failure to follow uniform code. These incidents are recorded on G4S.

**C1-Minor incidents outside the classroom.*

These incidents are dealt with by all staff and recorded on G4S. Staff are expected to support the smooth running of the school and support colleagues by ensuring minor incidents are always addressed. These include dropping litter, drinking from cans, chewing gum, uniform issues, running in and around the school building, 'over physical' play (a 'no touch' approach in social times is enforced).

Consequences could include:

- Reaffirm classroom expectations
- short cooling off period outside the classroom (maximum 5 minutes)
- note to parent in student planner;
- moving seat
- detention during social time
- phone call/email home.
- sent to a temporary alternate space (supervised by an adult)

**C2-Persistent incidents, or incidents of medium severity*

These incidents must be recorded on G4S and passed to Curriculum Leader. Unacceptable behaviour in this category may include:

- Persistency of minor incidents as above
- Rudeness to staff

- verbally aggressive behaviour to another student
- Removal from lesson
- being continually off-task
- Behaviour outside of the classroom that endangers others or is clearly unacceptable
- Mobile phone use
- Other incidents

Curriculum Leader Consequences include:

- meeting with student
- contact with parents by phone or letter
- placement on Report
- Lunch time detention
- Departmental/ HOY/Progress Leader (for persistent or incidents out of the classroom) detention
- Confiscation of mobile phone

**C3-Serious Incidents*

Serious incidents are dealt with by the HOY and/ or the SLT and may include:

- truancy from school & lessons
- extreme rudeness to staff
- aggressive behaviour
- Frequent removal from lessons
- smoking
- refusal to comply with other consequences
- theft
- bullying
- Bringing items into school with the intention to sell
- Other serious incidents
- Harmful sexual behaviour – sexual remarks, taunts, physical or online harassment
- Continuous refusal to follow the uniform code

SLT/Pastoral Leader's Consequences include:

- meeting parents/guardians
- placement on Report
- Pastoral Detention
- SLT Detention: these run from 3.15 – 4.30pm on Fridays. Attendance is non-negotiable. Non-attendance will result in a compulsory reintegration with SLT prior to the student returning to school.
- Internal Exclusion
- External Exclusion

**C4-Very Serious Incidents*

These incidents are dealt with by Pastoral Leaders and SLT. They may include:

- persistency of the above
- serious incidents of bullying

- sexual contact
- racial/sexual harassment
- discriminatory language
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol

Verbal or Physical aggression to a member of staff will be treated with the utmost severity

- incidents that are not in line with the principles and values of Old Buckenham High School or could adversely affect the reputation of the school
- any behaviour which increases the risk of contamination. Examples of behaviour which would fall this category are spitting, close physical contact (e.g fighting or 'play fighting'), deliberate actions which could transfer the disease (hand to mouth contact, for example).
- any student using language relating to COVID which might cause others to feel worried, anxious or victimised
- failure to comply with the Trust policy for face coverings *and additional safety measures*

Consequences available may include:

- SLT Detention: these run from 3.15 – 4.30pm on Fridays. Attendance is non-negotiable. Non-attendance will result in a compulsory reintegration with SLT prior to the student returning to school.
- internal exclusion
- fixed term exclusion
- permanent exclusion
- Police involvement
- Note that the descriptions are for guidance only and do not form an exhaustive list. The context of any incident will be considered and the Headteacher will decide the seriousness of any incident.

Drugs, alcohol and other banned items

Being involved in the supply, possession or consumption on, or conveyance onto, school premises or on school trips at any time of illegal drugs, non-prescription drugs, alcohol and other banned items is not allowed and will result in the most serious of consequences which includes fixed term and permanent exclusion. E-cigarettes and vapes are classed as banned items.

The following is a list of 'banned items'. To reiterate, possessing, or being involved in consuming, supplying or conveying onto school premises or trips, any banned item, is not allowed and any person doing so will have committed a serious breach of this policy.

- Illegal drugs
- Non-prescribed drugs

- Alcohol
- Tobacco
- Cigarette papers
- Cigarettes including E-cigarettes and vapes
- Lighters
- Matches
- Knives and any implement that could be used as a weapon
- Stolen items
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence and/or cause personal injury to, or damage to the property of, any person

Whilst prescription medication may be brought into school, it must be stored safely and securely in the medical room. Misuse of prescribed medication will be deemed to be a serious breach of the school's behaviour policy.

Internal Exclusion

The Headteacher or member of the Senior Staff can sanction an Internal Exclusion following a serious incident or persistent low level incidents. Internal exclusions can start at 9.30am and finish at 4.30pm, it is the parents' responsibility to ensure transport is in place. An internal Exclusion is a serious school sanction and will be managed in the same way as a Fixed Term Exclusion. Students who are Internally Excluded will not socialise with the main school at any time during the school day. If the student's conduct falls below acceptable levels during Internal Exclusion the school may sanction a Fixed Term Exclusion. Following an Internal Exclusion parents are expected to attend a re-integration meeting before the student re-enters the main school.

Exclusions

The school follows the legislation and DfE Advice for Headteachers, school staff and governing bodies. See below:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/school-suspensions-and-permanent-exclusions)

Fixed Term Exclusion

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded students are provided with work for the duration of the exclusion. A reintegration with the student and parent should take place at the end of the exclusion and prior to the student re-entering the main school. If the school is not confident that the student is fully prepared and ready to join the main school, the student may be required to work in the Remove. Fixed Term Exclusion may be as the result of a single incident or a series of persistent incidents. The Headteacher will decide the severity of each incident by its context.

Permanent Exclusion

Permanent exclusion as the result of a single incident or a series of persistent incidents. The following list provides guidance but should not be considered exhaustive:

- the possession, use or supplying of drugs on the school site
- bringing into school any article with a blade or point, offensive weapon, equipment or banned or illegal substance regardless of intent
- assault on a member of staff, student, governor or visitor
- theft from school premises
- Other very serious incident(s).

Bullying

The preferred approaches for dealing with bullying are in line with the restorative approach. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times in this process we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly we can often affect change. Working with parents is essential.

Where peer resolution is appropriate a referral to the mentors, some of whom have been trained in restorative conferencing, should be made to the Pastoral Team

If in doubt about the best way to intervene in bullying incidents please seek advice.

All bullying incidents must be recorded on G4S and in particular, all incidents relating to racist, homophobic and disablist bullying must be highlighted and SLT informed.

Thetford/Hockham/Shropham to Old Buckenham High School Daily Transport Agreement

Allocation of Places

If there are more requests for places on the bus than places available, the school will allocate places in the following order of priority:

- Students currently using the bus – (if on a part time basis, they must commit to a full-time place)
- Students who have an older brother or sister using the bus on a daily basis
- Students who attend Old Buckenham High School
- Students who attend Old Buckenham Primary School
- The school will allocate the remaining places from the waiting list

Payment

Invoices will be sent out termly in advance and payment must be made within two weeks. If a child is absent from school regardless of reason their bus fare is still due, as the school does not subsidise the Thetford/Hockham/Shropham bus. Failure to pay within the two-week period may result in the withdrawal of an allocated place under the discretion of the Headteacher.

Travel Passes

Travel passes are issued by the school and students must show their pass when boarding the vehicle. There is a charge of £5 for a replacement pass to cover the administration costs.

Behaviour whilst travelling

Whilst travelling on home to school transport, young people must behave in an appropriate manner. We expect our students to comply with any instructions from the vehicle driver, particularly in the event of a breakdown or a road incident. Non-compliance with driver instructions will be regarded as unacceptable behaviour.

Any unacceptable behaviour may result in a temporary or permanent withdrawal of transport arrangements, during which time it will be the responsibility of parents/carers to make alternative transport arrangements to and from school.

Transport will only be reinstated for banned students when they have demonstrated, to the satisfaction of the school that they are willing to behave appropriately. In cases of gross or persistent misconduct a permanent ban from school transport may be imposed.

Please note that CCTV is now in operation on many vehicles.

Behaviour during school

The school may in certain circumstances withdraw the place allocated on the Thetford/Hockham bus for behaviour concerns in school as the school needs to be satisfied that students are able to conduct themselves appropriately when unsupervised. In-school behaviour that may lead to this include:

- One off serious incident leading to a fixed term or internal exclusion

- Persistent refusal to follow instructions
- Dangerous or inappropriate conduct during social times

Disciplinary Procedure

There are three stages to the procedure:

- Initial warning – usually a verbal instruction or warning
- Written warning – usually an initial then final warning
- Exclusion from transport

The Headteacher and contractor have discretion to override earlier stages in the procedure if the seriousness of the incident warrants this.

Initial Warning

For minor incidents of misbehaviour, the driver or escort should identify the student(s) and report the incident to the school for any action considered necessary, which will often prevent escalation to stages 2 and 3 of the procedure. The driver must also report these instances to his/her employer to record for future reference.

Written Warning

For repeated unacceptable behaviour or any single serious incident:

- The driver or escort (if any) will report the details and name(s) of the student(s) as soon as possible to the school and contractor
- The contractor will send a written report, including any recorded details of the initial warning, to the school, and will copy the letter to the Headteacher
- A further warning letter will be issued if problems continue, the consequence of which will be the issue of an after-school detention

Final Warning/Exclusion from Transport

In general, exclusion from transport is used following completion of the written warning stage if further incidents of bad behaviour have occurred:

- The driver is to report the details and name(s) of the student(s) as soon as possible to the school and contractor
- The contractor must advise the school of the details by telephone and then confirm it in writing, referring to the previous written warnings
- The school will write to parent/carer(s) notifying them that their child will be excluded from the transport for a specified period (normally up to five school days on the first exclusion) giving them five days' notice to make alternative arrangements.

Immediate Exclusion from transport

Exceptionally there may be an incident of such seriousness (e.g. dangerous or violent behaviour or vandalism of the vehicle) that warrants immediate exclusion. In such cases:

- The contractor must immediately telephone details to the school. After consultation with the Headteacher, Student Reception will issue verbal instruction for the commencement and duration of the exclusion to the contractor, the student and the parent/carer(s)
- The exclusion should commence as soon as possible after the incident, preferably from the next journey but not partway through an existing journey, unless the student has been arrested by the police. If the exclusion has already commenced,

the school is to confirm details in a letter to the parent/carer(s) with copies to the contractor and Headteacher.

Vandalism

Parents/Carer(s) may be invoiced by the school to recover the cost of repair to vandalism.

Smoking

For incidents of smoking on transport there will be a mandatory minimum travel ban of one week.

Attendance

Students **must** be at the bus stop at least 5 minutes before departure time, as absences as a result of missing the bus will be unauthorised.



Old Buckenham High School | Home School Agreement OBHS Home School Agreement

Old Buckenham High School has an unwavering commitment to 'Achieve Excellence Together' through a strong and positive community ethos of mutual respect and high standards for all. Our core objective is that every student will become a well-rounded individual, with the resilience, confidence and ambition to positively take up their place in society.

The school aims to provide an inspiring and challenging learning experience for all students delivered through excellent teaching, traditional student standards and values as well as high quality pastoral care, guidance and support. All students, staff, parents/ carers, governors and the local community will work in close partnership to make the school a thriving learning community.

This home school agreement sets out the key shared responsibilities between home and school that will enable every student to enjoy and achieve their full potential at Old Buckenham High School.

The School will:

- Provide all students with a broad, balanced and rigorous curriculum
- Encourage and challenge every student to achieve their best
- Provide a safe, caring and positive school environment
- Ensure all students use ICT equipment responsibly and safely
- Monitor and report regularly on students' performance and progress
- Fully cater for the additional needs of all students in the school
- Set and maintain high expectations for student behaviour and safety
- Monitor and report regularly to parents on attendance and punctuality
- Set and mark homework regularly in line with the school Homework policy
- Provide a broad range of extra-curricular opportunities for all students
- Keep parents/ carers fully informed about school activities
- Listen and respond promptly to all parent/ carer concerns
- Confiscate any mobile phones, or other electronic devices, which are seen or being used without permission from a member of staff

As a Student I will:

- Always work to the best of my ability
- Complete all homework and meet all deadlines
- Follow all reasonable instructions and requests
- Achieve at least 96% attendance and excellent punctuality
- Wear my school uniform correctly and with pride
- Bring all relevant equipment to school every day (planner/ stationery/ PE kit etc.)
- Be a safe, respectful and responsible member of the school community
- Follow the school ICT acceptable use and E-Safety guidelines
- Not bring any dangerous or illegal items into school
- Participate fully in the wider life of the school
- Not use my mobile phone, or any other electronic device, without permission from a member of staff

- Not bring the school into disrepute through the use of social media

As a Parent/ Carer I will:

- Encourage my child to always do their best
- Take a full and active interest in my child's education
- Fully support all school policies, procedures and expectations
- Sign and agree to the school ICT acceptable use policy
- Ensure my child:
 - achieves at least 96% attendance and excellent punctuality
 - wears the correct school uniform every day
 - brings the correct equipment to school every day
- Fully support my child with the completion of homework
- Check and sign my child's school planner every week
- Attend all progress evenings
- Encourage my child to fully participate in the wider life of the school
- Inform the school of any problems or concerns in a timely manner
- Only take holiday during published school holidays
- Not bring the school into disrepute through the use of social media

I have read, understood and accept the Old Buckenham High School Home School Agreement.

Student Name:			
Student Signature:		Date:	
Parent/Carer Signature:		Date:	
Form Tutor Signature:		Date:	