



Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE

BEHAVIOUR POLICY

LAST UPDATED: September 2015

REVISED & UPDATED: July 2016

Adopted by Governors:

Signed:

Date:

This policy is reviewed annually by the Finance, Premises and Staffing Committee

Review date:



YARDLEYS SCHOOL

Behaviour Policy

Aims/Vision

To create a **safe and supportive learning environment** in which all members of the school are **working together** to develop their maximum potential. Our behaviour policy is designed to incorporate our **vision** and **values**.

Our **vision** for the school is:

1. To **excite, inspire and challenge** so pupils enjoy learning
2. To **be a strong community** that has a shared purpose, values and collaborative ethos
3. To strive for **excellence** and expects the **highest standards** from everyone
4. To educate **the whole child** so they are ready for life
5. To work in **partnership** with the wider community

Our **values**:

Positivity – optimistic, high expectations, growth mind-set and challenge

Curiosity – wonder, thinking, inquisitive, investigative, research, desire to learn and achieve

Empathy – understanding others, polite, team-work, communication, social responsibility

Integrity – honesty, self-esteem, self-awareness being true to yourself; self-respect

Resilience – grit, determination, effort, stamina and courage

Reflection – thinking about; learning from mistakes, self-aware



Curiosity



Empathy



Integrity



Positivity



Reflective



Resilience

Positivity: Positive Behaviour Management.

We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework, with learning as the number one priority. Every member of staff has a responsibility to uphold the procedures outlined in this policy.

We aim to:

- ensure that students feel safe
- help students make better choices
- maintain the focus on learning
- impart a sense of fairness to both praise and correction
- help students take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- ensure that adults share a common theme and common language
- ensure that students know where they stand

Rights

These consist of:

- the right to learn
- the right to teach
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

Empathy: To encourage respect for the needs and feelings of others.

Teaching students the skills of self-discipline, co-operation, respect and tolerance is an important part of the curriculum. Without these skills, our academic objectives cannot be achieved. Good relationships are vital to the successful functioning of a school and everyone has the right to be treated as an individual and with respect. We value achievements of every kind and everyone should have equal opportunities to reach his or her potential. Young people respond well to high expectations.

Resilience: In our School we expect everyone to work hard and give their best. This is also true in terms of behaviour. Students need to demonstrate grit and determination to succeed. They need to ensure that they are resilient and learn from their mistakes and correct poor behaviour.

Intrinsic motivation and growth mind-set

Ultimately we want our students to be disciplined and self-motivated to take advantage of opportunities they are presented with. This in turn will give them the confidence, self-respect and integrity to be themselves. This is expressed in the diagram below:



Climate for Learning

Why do we need to establish a 'climate for learning'?

We need a suitable climate for learning in order to ensure that learning happens and that no time is wasted in lessons. This is not a series of rules for their own sake. Rather they are the high standards and character traits that underpin success in life.

How will we establish a climate for learning?

Working together we need to push that consistency into the classroom, every lesson, to establish the right climate for learning. This will be achieved by following the same consistent routines and use of common language that needs to be established and implemented by all staff in every lesson.

We should use the Yardleys' ethos ('working together') and the school values as a framework to establish a suitable climate for learning as well aiding the students' growth and personal development. The information below details the actual measures that we need to implement in every lesson.

Climate for Learning - Summary

Below is a summary of the key features and expectations for every member of staff to follow and implement.

Expectations in the classroom - before and at the start of the lesson

- **Seating plan** as decided by the teacher but should be boy-girl where possible.
- **Punctuality:** students who arrive late to lesson will receive a detention (unless they have a note).
- **Silent entry** into the classroom. Students **stand behind their chair** according to the seating plan and then take out their equipment and planner within 20 seconds.
- Students **sit when instructed by teacher**.
- Students complete a **DO NOW** activity whilst member of staff takes a register. This should be an activity that the students can get on with independently and in silence.

Expectations throughout the lesson: common language and instructions

- **Clear learning points:** to focus on knowledge that is going to be revisited/new knowledge to be learnt.
- **Raised hand** (Followed by verbal instruction if necessary): by teacher (means pens/pencils/equipment down and students raise hand) and look at the teacher for further guidance, support or instructions. This should establish student attention quickly and at any time during the lesson.
- **Instruct students clearly** to start or continue with the work.
- **Use/remind students of STAR** (sit up, track the speaker, ask/answer questions, respect others) as the default learning position and attitude.
- **"THIS IS YOUR WARNING":** This will be the only warning opportunity provided to students and followed by DETENTION if the behaviour has not improved.

Expectations at the end of the lesson

- Main part of the lesson to **conclude at least 2 minutes** before the end of the lesson allowing time for an orderly end to the lesson.
- Students to **stand behind chairs** at the end of the lesson.
- At the bell students to be **dismissed a row/group at a time** in silence by the member of staff standing at the door.

Corridor and Lesson Changeover

- **All staff at doors** during lesson changeover/start of lesson.
- Students to **use the nearest staircase** exit.
- **Faculties to be responsible** for corridor monitoring.

- ***Students should be escorted in silence*** to another venue, assembly, early lunch, fire drill etc.
- ***Poor behaviour in corridors/students not following school rules*** during unstructured time is ***challenged by all***.

Integrity: Responsibilities

Students must be responsible for their own behaviour. Using the language of choice is a powerful way of doing that. As they realise that they are making choices in many areas of life, the teacher can guide them to make more socially appropriate choices. Good choices should be rewarded; poor choices always have consequences.

At Yardleys our aim is to drive learning forward by creating a stimulating, encouraging, supportive, friendly and rewarding atmosphere. By working together as a team we will achieve this. We all have our own individual role to play to ensure continuing high standards and success.

Yardleys School will ensure each child receives a high quality education by:

- Creating a safe environment where all our children are valued and treated equally and in which effort, success and achievement is rewarded
- Valuing each child as an individual and raise pupils self-esteem and encourage them to fulfil their true potential
- Providing a curriculum which cater for the needs of each child
- Providing the highest quality of learning and teaching opportunities
- Informing parents at an early stage of any concerns
- Assessing work regularly and setting targets to move pupils to the next level
- Reporting on academic, attendance and any other achievements
- Modelling and expecting high standards at all times
- Using sanctions in line with the school Behaviour Policy as necessary
- Rewarding achievement and celebrating success in line with school policy
- Enhancing Yardleys standing as the school in the community

Parent responsibilities:

- Support the school in seeking high standards of academic attainment, behaviour, attendance and uniform
- Share concerns about my child's education, welfare and behaviour
- Be aware of the school's Behaviour Policy and support the school with any sanctions applied in line with that policy
- Ensure my child is punctual, in correct school uniform, with the right equipment
- Ensure full and regular attendance and good punctuality, contacting the school on the first day of any unavoidable absence
- Not take my child out of school during term time
- Help my child to work to the best of their ability by showing an interest in their progress, schoolwork and homework
- Take part in discussing my child's progress at school throughout the year when invited to events and, if necessary, by contacting the school for an appointment
- Ensure my child does not bring a mobile phone/expensive items to school

- Ensure that I monitor my child's use of social media
- Ensure my child upholds the school expectations on the way to and from school and does not get involved in anti-social behaviour
- Support and promoting the school within the community

Student responsibilities:

- Value and treat everyone equally
- Follow school rules and routines and respecting the school property and environment
- Arrive to school every day, on time and with the correct school equipment. Ensure any equipment used or lost is replaced
- Take a pride in my appearance by wearing the correct school uniform
- Play my part in creating an environment which shows all members of the school community genuine care, tolerance and respect (uphold the school values)
- Work to the best of my ability in all schoolwork and homework (*read for 30 minutes every day) and taking pride in the presentation of my work
- Aim higher, setting myself targets to improve on my previous best
- Accept the consequences of my actions and follow the Behaviour Policy in full and agree with any sanctions applied by the school in line with that policy
- Behave in a way which does not disrupt the learning of others
- Behave in a way which does not bring the school into disrepute, remembering the needs of the community in which we live and have our school
- Not bring to school a mobile phone or expensive items
- Not to misuse social media
- Show pride in my achievements and sharing my success with others
- Being an ambassador for Yardleys School within the community

As a community we:

- have the right to be listened to and taken seriously as individuals and as groups
- have the responsibility to respond to the views of others courteously and to treat each other with respect and tolerance regardless of race, gender, ethnicity and sexuality

Curiosity: They need to ask themselves how they can improve their behaviour, why certain consequences for poor behaviour are given and how rewards for effort and attainment can be achieved.

Rewards and Praise

Our policy is **grounded in a reward based approach**:

- Success is celebrated as often as possible
- Every member of staff is expected to praise **at least twice** as frequently as to reprimand, in every lesson
- will give **every** child a chance of being rewarded whatever their ability or strengths

Students whose effort and behaviour are good are rewarded, the methods for doing this is the outlined below. However, all staff, faculties and year/house groups are encouraged to use praise and other rewards as often as possible.

The following methods are by no means an exhaustive list:

- verbal praise from staff
- written praise in books
- positive comments on sleuth including Super Week
- feedback to parents during Progress Review and Parent Evenings
- display of work
- postcard home
- telephone call/text home
- assembly mention & certificates
- Positive Points
- visit to Headteacher or other member of staff
- faculty certificates for achievement and effort
- Personal Award Certificates, awarded for helpfulness e.g. counselling others, breaking up or stopping a fight, reporting bullying/extortion, welcoming visitors to the school, helping with parents evenings/open evenings, taking part in plays/concerts
- Celebration Assemblies – twice a year, where academic and pastoral achievements are celebrated and certificates awarded. Badges for the high achievers.
- Prize Giving Evening – At the end of the academic year where parents are invited to celebrate the high level of achievement throughout the academic year.
- Responsibility badges given for posts of responsibility
- Achievement ties/house colours that recognise and celebrate outstanding achievement
- Headteacher's commendation

Reflection: Consequences

Yardleys does its best to support all students and ensure that they are happy and feel positive about their work and the school. However, sometimes the normal school behaviour strategies do not lead to the necessary change with the minority of anti-social students. When this happens we will exclude a student to ensure that the majority can continue to learn and benefit from Yardleys.

Detention System

From September 2016 the school will operate a daily detention system. Students will be provided with a detention slip by a member of staff that will highlight the reason(s) and date of the detention.

- **Students will receive one verbal warning from the member of staff (for low level disruption) followed by a detention if the behaviour has not improved.**
- Please note that **automatic detentions can be given for behaviour reasons** - being late to school, incorrect uniform, low level disruption, poor behaviour etc. or **faculty reasons** - lack of work, failure to complete homework/coursework etc.
- The **detention will last for 30 minutes** and **behaviour detentions will be served on the following day**. Students who arrive late to school (8:45 am – 9:00 am) will receive an additional 30 minute detention at lunchtime as well as a detention after school the following day. If they arrive between 9:00am – 9:30 am they will receive a lunchtime detention and a 1 hour detention on the same day. If your child arrives after 9:30 am you may receive a phone call home and your child will be placed in Isolation. They will also complete an hour detention on the day.
- Students who **receive more than one detention on a single day will serve a 1 hour detention.**
- **Students whose behaviour during a school week is a cause for concern will be entered by the Heads of Year for an additional longer detention which will take place every Friday (2:50pm-4:30pm).**
- **It is the responsibility of the student to inform parents that they have received a detention.**
- Failure to attend a detention may result in the student being placed in Isolation or on the consequence ladder.

Serious incidents will be referred to Heads of Year or SLT and may result in students being placed on the consequence ladder leading to internal or external exclusions.

The Consequence Ladder

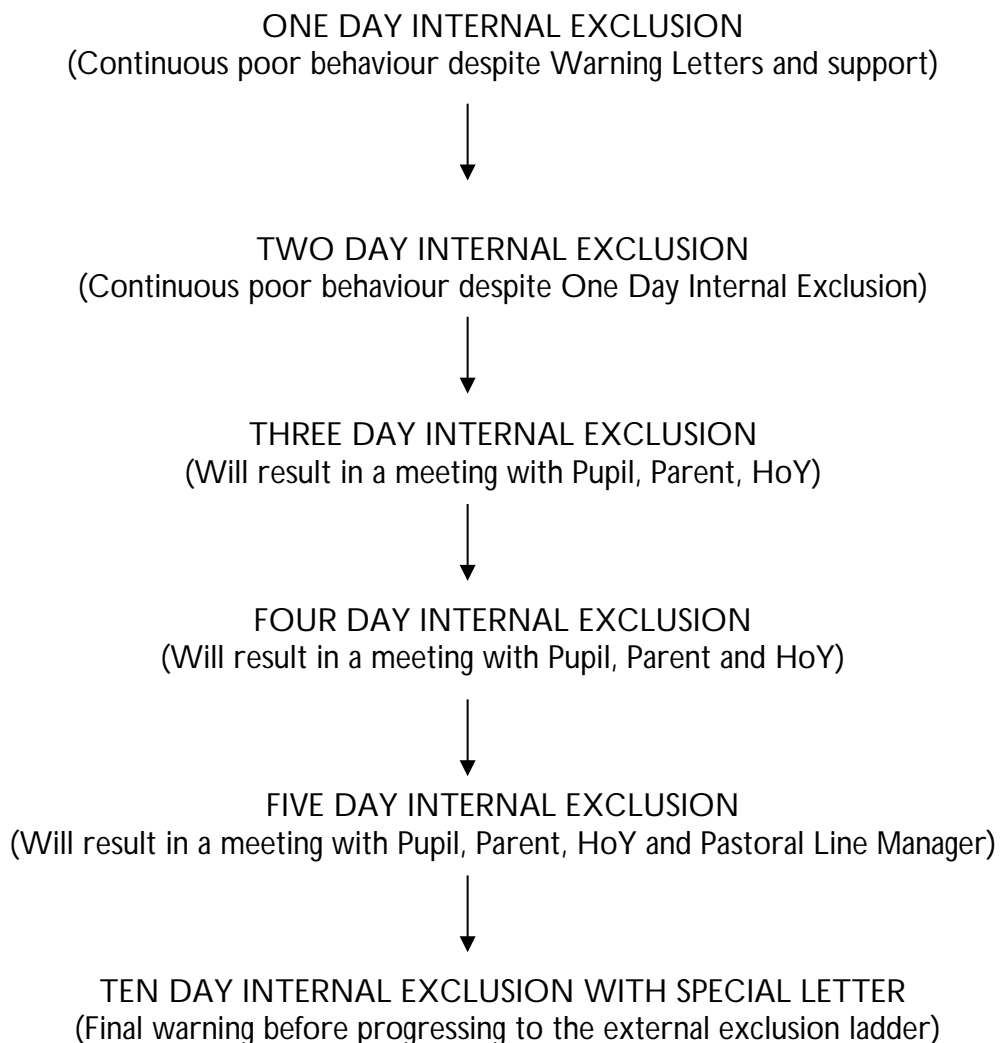
Students who behave in an unacceptable way will be dealt with by reference to the consequence ladder. The consequence ladder progresses in clear steps which could lead to a permanent exclusion. The consequence ladder is to last throughout a student's school life. Steps can be repeated if the student has shown improvement in behaviour over a suitable period of time. **Please note for serious/repeat incidents the consequence ladder steps can be increased (please refer to the extreme clause section).**

- There are a number of steps and interventions that are **taken before** pupils are placed on the consequence ladder and at each step of the consequence ladder.
 - Meetings, letters and phone calls from HoY to parents/guardians to discuss concerns such as smoking, truanting, leaving school premises without permission, graffiti and damage to school building, litter, low level disruption, punctuality to lessons, homework concerns, chewing etc.
 - Pupils will also receive **support** such as:
 - On Report (Reports for attendance, general behaviour, punctuality, departmental) to improve in areas mentioned above. Reports will be monitored and tracked by Form Tutors/ Subject Staff/HoY/SLT. Individual Action Plans to address and support behaviour may be put into action and discussed with parents.
 - They may receive support from the Learning Support Centre (SEND) or outside agencies such as the Link Centre and the counseling services. A managed move may also be considered.
 - However for pupils who behave in a way which is not acceptable (despite the support above) there needs to be a step by step process as highlighted by the consequence ladder.
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Consequence Ladder (INTERNAL EXCLUSION)

Internal Exclusions (1, 2, 3, 4, 5, 10 Days)

- Only the SLT and HoY (with consultation with the SENCO) can authorise an internal exclusion.
- Internal Exclusions will be served in the Isolation Room and will result in an automatic 1hr detention each day for the time that needs to be served.
- Steps on the ladder can be repeated if the school feels behaviour has improved over a period of time.
- Parents will be informed about an internal exclusion through a letter and be contacted by the student's HoY or Isolation Manager.



Consequence Ladder (EXTERNAL EXCLUSION)

External Exclusion (1-5 Days)

For serious or repeated offences or any behaviour that is deemed, in the judgment of the Headteacher, to undermine the authority of the member of staff will warrant an external exclusion. **This will normally be for anything between 1 to 5 Days but in exceptional circumstances could be up to 45 Days in any one school year.** Work will be provided for students on an external exclusion. Parents/Carers will be expected to attend a meeting to discuss the exclusion and the re-admittance of the student back into school.

Extreme Clause

- The Headteacher will invoke an extreme clause where staff or students safety is put at risk or the student's anti-social behaviour is so extreme that the school has no other alternative. This includes anti-social behaviour outside of school.
- In these circumstances the Headteacher will decide on the appropriate punishment, regardless of where the student is on the consequence ladder.
- A physical assault or threat of physical assault on a member of staff will not be tolerated and will lead to a lengthy or permanent exclusion from school.

Permanent Exclusion

The Headteacher may decide that a permanent exclusion is necessary because **(regardless of where the student is on the consequence ladder):**

- All other steps to encourage the student to obey the school rules have failed or
 - Allowing the student to remain in the school would be seriously detrimental to the education or welfare of others in the school
 - Persistent and defiant behaviour
 - Doing anything that may bring the school into disrepute including behaviour outside of school
 - Serious actual or threatened violence against a student or member of staff
 - Serious on-line, racist or homophobic bullying
 - Sexual misconduct
 - Supply of an illegal drug, being under the influence whilst at school or on a trip, or the severe examples of misuse of an illegal drug
 - Carrying (or involvement) an offensive weapon
 - In reaching the decision the Headteacher will also take into account the previous disciplinary record
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Use of Reasonable Force

Reasonable force may only be used to prevent a child from hurting himself or another, from damaging property or from causing disorder. It should only be used as a last resort, when other efforts to diffuse the situation have failed. All incidents of the use of reasonable force should be recorded in writing and reported immediately to the DSP and/or SLT/Head.

Remember the more serious consequences and sanctions only apply for the minority of pupils. The majority of pupils want to learn and succeed.
