



Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE

BEHAVIOUR POLICY

Adopted by Governors:

Signed:

Date:

This policy is reviewed annually by the Curriculum & Standards Committee

Review date:

POLICY INFORMATION

Date of last review	October 2023	Review period	Annually
Date ratified by governors	November 2023	Governors' committee responsible	C&S
Policy owner	Gurpreet Basra	SLT member responsible	Gurpreet Basra
Date of next review	October 2024		

Reviews/revisions

Review date	Changes made	By whom
September 2021	<ul style="list-style-type: none"> Rewards and Praise – updated to methods using Reasonable Force 	BXG
May 2022	<ul style="list-style-type: none"> Screening, Searching and Confiscation section added Working with the Police 	BXG BXG
October 2022	<p>In line with changes made to the Suspension and Permanent Exclusion Policy – The Behaviour Policy section on the consequence ladder has been updated. Changes have been made to reflect with changes listed in the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance' July 2022</p> <p>Note that the ethos of the policy remains the same and summary of key changes is in wording only as highlighted below.</p> <p>Summary of changes</p> <ul style="list-style-type: none"> Policy has been renamed as Suspension and Permanent Exclusion Policy. Previously known as 'Exclusion Policy' A change in terminology from 'fixed term exclusion' to 'fixed term suspension' A change to the Yardleys consequence ladder where the wording for 'internal exclusion steps' have been replaced as 'internal placements' 	
September 2023	In line with the changes to the school day, the guidance on detention system has been updated. (Page 10)	BXG

Dates of linked staff training (if applicable)

Date	Course title	Led by

EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies.

Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle - GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

Behaviour Policy – Overview

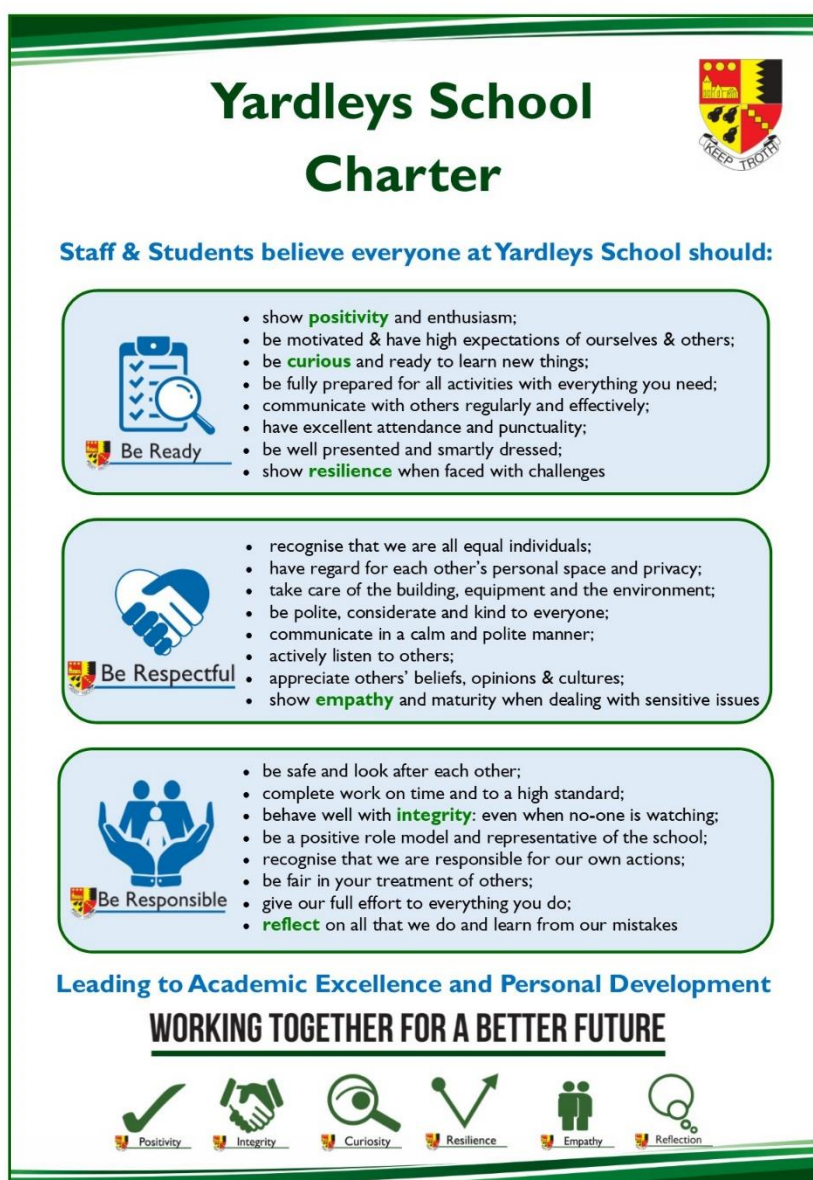
Aims/Vision

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 achieve academic excellence
2. To educate the 'whole child' so they are ready for life
3. To establish a positive, collaborative and ethical ethos

We aim to uphold the Yardleys Charter.



The poster is titled 'Yardleys School Charter' and features the school crest in the top right corner. The crest is a shield with a red and yellow background, a black and white pattern, and the motto 'KEEP IT RIGHT'. Below the title, the text reads 'Staff & Students believe everyone at Yardleys School should:'. There are three main sections, each with an icon and a list of expectations:

- Be Ready:** Represented by a clipboard icon. The list includes: show **positivity** and enthusiasm; be motivated & have high expectations of ourselves & others; be **curious** and ready to learn new things; be fully prepared for all activities with everything you need; communicate with others regularly and effectively; have excellent attendance and punctuality; be well presented and smartly dressed; show **resilience** when faced with challenges.
- Be Respectful:** Represented by a handshake icon. The list includes: recognise that we are all equal individuals; have regard for each other's personal space and privacy; take care of the building, equipment and the environment; be polite, considerate and kind to everyone; communicate in a calm and polite manner; actively listen to others; appreciate others' beliefs, opinions & cultures; show **empathy** and maturity when dealing with sensitive issues.
- Be Responsible:** Represented by an icon of two hands holding a person. The list includes: be safe and look after each other; complete work on time and to a high standard; behave well with **integrity**: even when no-one is watching; be a positive role model and representative of the school; recognise that we are responsible for our own actions; be fair in your treatment of others; give our full effort to everything you do; **reflect** on all that we do and learn from our mistakes.

At the bottom, the text reads 'Leading to Academic Excellence and Personal Development' and 'WORKING TOGETHER FOR A BETTER FUTURE'. Below this are six icons representing the school's values: Positivity (checkmark), Integrity (handshake), Curiosity (magnifying glass), Resilience (upward arrow), Empathy (two people), and Reflection (globe).

Behaviour Policy – 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.

Yardleys School Charter




Staff & Students believe everyone at Yardleys School should:




Be Ready

- show **positivity** and enthusiasm;
- be motivated & have high expectations of ourselves & others;
- be **curious** and ready to learn new things;
- be fully prepared for all activities with everything you need;
- communicate with others regularly and effectively;
- have excellent attendance and punctuality;
- be well presented and smartly dressed;
- show **resilience** when faced with challenges



Be Respectful

- recognise that we are all equal individuals;
- have regard for each other's personal space and privacy;
- take care of the building, equipment and the environment;
- be polite, considerate and kind to everyone;
- communicate in a calm and polite manner;
- actively listen to others;
- appreciate others' beliefs, opinions & cultures;
- show **empathy** and maturity when dealing with sensitive issues




Be Responsible


- be safe and look after each other;
- complete work on time and to a high standard;
- behave well with **integrity**: even when no-one is watching;
- be a positive role model and representative of the school;
- recognise that we are responsible for our own actions;
- be fair in your treatment of others;
- give our full effort to everything you do;
- **reflect** on all that we do and learn from our mistakes

Leading to Academic Excellence and Personal Development


WORKING TOGETHER FOR A BETTER FUTURE




Positivity




Integrity




Curiosity



Resilience



Empathy



Reflection

Behaviour Policy – Climate for Learning Expectations

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

- **Punctuality** (within 3 minutes of the bell): students who arrive late to lesson will receive a detention (unless they have a note).
- **No queue/silent entry into the classroom** (if member of staff is at the door/classroom): students should be met at the door and go straight in, sit down, take out equipment and attempt the DO NOW in silence. This should be an activity that the students can get on with independently and in silence.
- **Seating plan** as decided by the teacher but should be boy-girl where possible.
- **Register:** must be taken whilst the students complete the DO NOW activity. The register should be 'called out' and a head count should also be taken.

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.
- **Instruct students clearly** to start or continue or stop with their work. Teachers must insist on silence when required.
- **“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 classroom doors** during lesson changeover/start of lesson to meet and greet and help with corridor supervision.
- Students reminded to **keep left**.
- Students **to use the nearest staircase exit**.
- **Senior staff and middle leaders (SLT, HoYs, HoFs & HoDs) to be responsible** for corridor monitoring.
- Assembly or mid lesson movement: **Students should be escorted in silence and in single file** to another venue, assembly, early lunch, fire drill etc. Member of staff must remain with class at all times. No waiting in the atrium before assembly and the forms go straight in.
- **Teaching/Tutor staff responsibility** to ensure that their class comply with the expectations.
- **Poor behaviour in corridors/students not following school rules** during unstructured time is **challenged by all**.

Behaviour Policy – Home School Partnership

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

- Upholding the ethos, rules and values in the Yardleys Charter
- Building positive culture and characteristics
- 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:

- Upholding the ethos, rules and values in the Yardleys Charter
- Support the school in seeking high standards of academic attainment, behaviour, attendance, uniform and homework
- 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:

- Upholding the ethos, rules and values in the Yardleys Charter
- 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
-

Behaviour Policy – 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 regularly in class and recognise pupils exhibiting our school values.
- We will give **every** child a chance of being rewarded whatever their ability or strengths
- Children are given the opportunity to take part in extra-curricular activities (enrichment period)

Students whose effort and behaviour are good are rewarded and the methods for doing this are outlined below. However, all staff, faculties and year 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
- Positive Points
- feedback to parents during Progress Review and Parent Evenings
- display of work
- postcard home
- telephone call/text home
- assembly mention & certificates
- visit to Headteacher or other member of staff
- faculty certificates for achievement and effort
- Personal Award Certificates, awarded for helpfulness e.g. counselling others, reporting bullying/extortion, welcoming visitors to the school, helping with parents evenings/open evenings, taking part in plays/concerts
- Celebration Assemblies – 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
- Headteacher's commendation

Behaviour Policy – Sanctions

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 2023 the school will operate a regular 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.
- **Behaviour detentions will be served on the following days - Monday, Tuesday, Wednesday & Thursday. Homework detentions will be served on Fridays.**
- **Students who arrive late to school (8:45 am – 9:00 am) will receive an additional detention at lunchtime as well as a detention after school the following day.**
- If your child arrives after 9:30 am you may receive a phone call home and your child may 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 longer detention.**
- **Homework detentions run on Fridays** with the length determined by how much homework has been missed or is incomplete. This will range from 30 minutes; 60 minutes to 90 minutes.
- **Students whose behaviour during a school week is a cause for concern will be entered by the Heads of Year for an additional SLT detention which will take place every Friday.**
- **It is the responsibility of the student to inform parents that they have received a detention. A text message will also be sent.**
- 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 suspensions.

Yardleys School – The Consequence Ladder

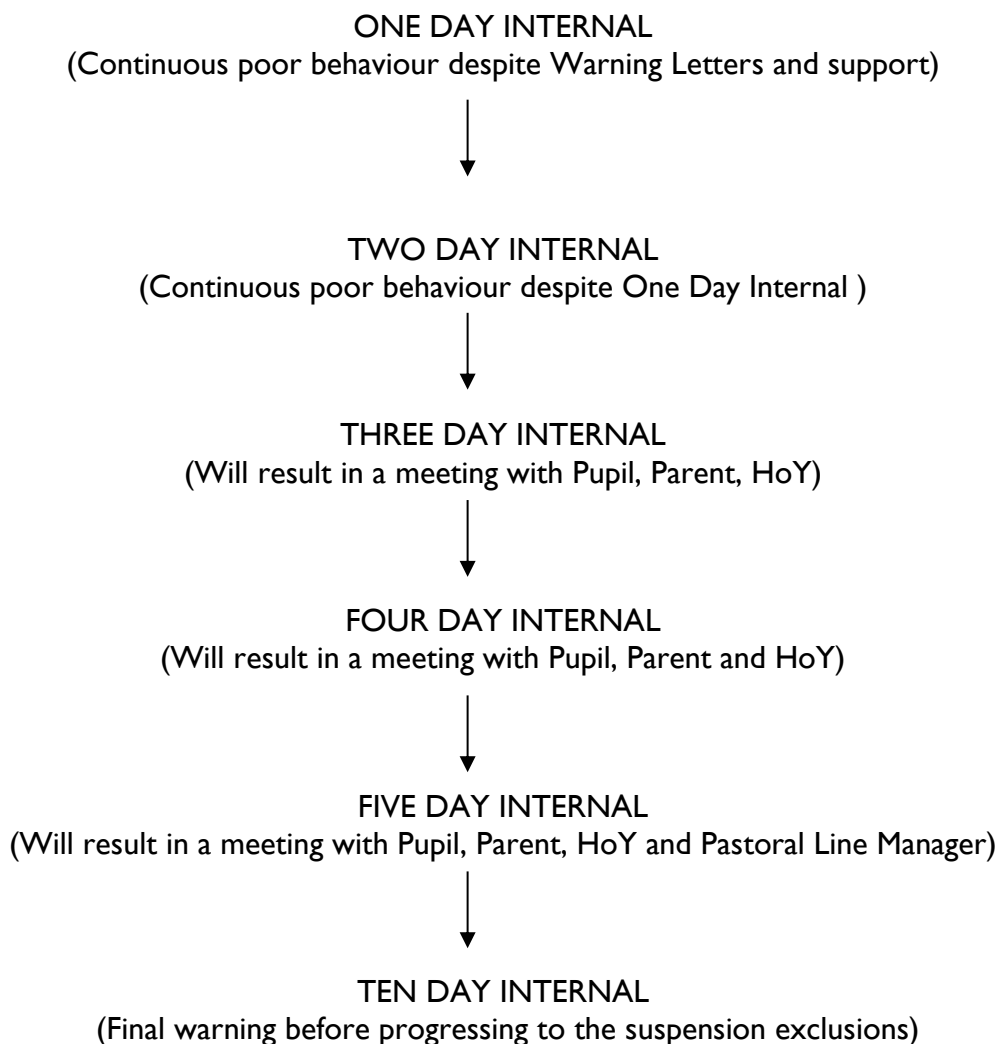
Students who behave in an unacceptable way will be dealt with by reference to the consequence ladder. The consequence ladder progresses in clear steps which could lead to a permanent exclusion. The consequence ladder is to last throughout a student's school life. Steps can be repeated if the student 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 school such as the SEND team and outside agencies. 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.

Consequence Ladder (INTERNAL PLACEMENTS)

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

- Only the SLT and Head of Year (with consultation with the SENCO) can authorise an internal placement.
- Internal placements 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 placement through a letter and be contacted by the student's Head of Year or Isolation Manager.



Consequence Ladder (FIXED TERM EXTERNAL SUSPENSIONS)

Fixed Term External Suspensions (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 suspension. **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 suspension. Parents/Carers, if relevant, the social worker and VSH. will be expected to attend a meeting to discuss the suspension 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 suspension 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

Any criminal offence will be reported to the police.

In reaching the decision the Headteacher will also take into account the previous disciplinary record.

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

Use of Reasonable Force

This part of the policy is drawn from advice contained in the 2013 Department for Education document – Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies.

Reasonable Force – definition/key terms

- Reasonable Force is defined as using no more force than is needed in the circumstances.
- Physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.
- Injury means ‘significant injury’; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour, and self-poisoning.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

When can Reasonable Force be used?

Reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control pupils or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts;

When can Reasonable Force not be used?

Reasonable force can never be used as a form of punishment.

Screening, Searching and Confiscation

This part of the policy is drawn from advice contained in the DFE 'Searching, Screening and Confiscation' guidance.

Yardleys school staff can:

- Search students with their consent for any item which is banned by the school rules.
- The school bans all use of mobile phones, drugs, alcohol/cigarettes and weapons.
- Searches of students for any items that are banned by school rules such as mobile phones may be deemed necessary by the school.
- Members of the SLT, Heads of Year and school security staff are authorised by the headteacher **to search students or their possessions, without consent**, where they suspect the students has:
 1. A weapon(s);
 2. Alcohol/cigarettes/Vapes;
 3. Legal or illegal drugs;
 4. Stolen items
 5. Fireworks;
 6. Pornography;
 7. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 8. Any electronic devise, including mobiles phones, that the school believe to contain inappropriate material; or are causing a risk to other students or staff.
- Searches of students should take place with a minimum of two members of staff present, at least one being of the same gender as the student being searched where possible and at the request of the person being search.
- Yardleys School may also invite the police to conduct the search if appropriate. If a student refuses to allow a search for such items, further action will be taken.
- The school logs all incidents where a search has taken place.

Working with the Police

Yardleys School has a close working partnership with the Police. We are part of the School Police Panel.

As part of our co-operation with them:

- We will provide them with information when requested. This is on condition that a badge number and name is provided and the understanding that we may need to inform parents/carers;
- Report any criminal activity to the Police
- They will come in to see students if we request them to do so;
- Support with informative assemblies and workshops
- They will keep Yardleys School informed, about investigations involving our students;
- The school will work with the police to take part in Weapons Arch Operations. Weapons arch operations will be organised proactively in partnership with schools as part of a structured educational program, supporting and re-enforcing the message that educational premises are safe places. During the Weapons Arch Operations, the police are able to conduct searches due to the permission being granted by the headteacher. The operation process is to reassure students, parents and staff that Yardleys School is a safe setting.
- In extremely rare cases the school may need to deal with incidents relating to the carrying of weapons or possession of/dealing in drugs or serious incidents outside of school
- It is good practice to contact the Police for all weapon/drugs related incidents that lead to permanent exclusions.