



**Yardleys**  
**School**  
WORKING TOGETHER FOR A BETTER FUTURE

## BEHAVIOUR POLICY

Adopted by Trustees:

Signed: .....

Date: .....

This policy is reviewed annually by the Curriculum & Standards Committee

Review date: .....

## POLICY INFORMATION

Date of last review	September 2025	Review period	Annually
Date ratified by governors	December 2025	Governors' committee responsible	C&S
Policy owner	Laura Yates	SLT member responsible	Laura Yates
Date of next review	September 2026		

## Reviews/revisions

Review date	Changes made	By whom
September 2021	<ul style="list-style-type: none"> <li>Rewards and Praise – updated to methods using</li> <li>Reasonable Force</li> </ul>	BXG
May 2022	<ul style="list-style-type: none"> <li>Screening, Searching and Confiscation section added</li> <li>Working with the Police</li> </ul>	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 '<b>Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance</b>' 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><b>Summary of changes</b></p> <ul style="list-style-type: none"> <li>Policy has been renamed as Suspension and Permanent Exclusion Policy. Previously known as 'Exclusion Policy'</li> <li>A change in terminology from 'fixed term exclusion' to 'fixed term suspension'</li> <li>A change to the Yardleys consequence ladder where the wording for 'internal exclusion steps' have been replaced as 'internal placements'</li> </ul>	BXG
September 2023	In line with the changes to the school day, the guidance on detention system has been updated. (Page 10)	BXG
June 2024	Multiple changes and updates – all highlighted in green.	YSL

June 2025	Minor changes and corrections – all highlighted in green. Additional detail given on the definition of the term 'weapon'.	YSL
September 2025	Reasonable force - Line added under definition/ley terms Section added on 'what should happen if reasonable force has been used?'	Laura Yates

### 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.

#### Statement of principle – Yardleys Way

Yardleys School treats everyone equally and we value everyone the same irrespective of age; disability; gender reassignment; marriage or civil partnership; pregnancy or maternity; race; religion or belief; sex; and sexual orientation.

# Behaviour Policy – Overview

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## 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.

## 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**

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### **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.

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**Positivity**



**Integrity**



**Curiosity**



**Resilience**



**Empathy**



**Reflection**

## Behaviour Policy – Climate for Learning Expectations

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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 appropriate.
- **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. (Reasonable adjustments can and should be made for students with SEND needs that require this.)

### 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** (or where directed by the member of staff) at the end of the lesson.
- At the bell students to be **dismissed a row/group at a time** in an orderly fashion by the member of staff standing at the door.
- Students should be directed to an appropriate route towards their next venue.

### 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**.
- **All staff are responsible** for corridor monitoring with support from **senior staff and middle leaders (SLT, HoYs, AHOYs, HoFs & LPs) through the lesson transition duty rota**.
- 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 to ensure silence. Unless directed, there is no waiting in the atrium before assembly and the forms go straight in – in alphabetical order.
- **Teaching/Tutor staff responsibility** to ensure that their class comply with the expectations (e.g. uniform, punctuality, conduct etc.)

- ***Poor behaviour in corridors/students not following school rules during unstructured time is challenged by all.***

### **Fire drill expectations**

- On hearing the alarm, advise students not to collect personal belongings, to walk IN SILENCE and not run, and to use the nearest exit (following the plan posted in every classroom).
- Follow the group out of the room.
- Check that the room is clear, close the door. Do not lock.
- Direct the class to the playground assembly point and instruct them to line up in registration groups.
- Form teachers will check their forms against a form list and list of absentees and report immediately to relevant Head of Year.



## **Behaviour Policy – Home School Partnership**

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

- Upholding the ethos, rules and values in the Yardleys Charter
- Advocating the Yardleys Way by promoting equality and diversity and tackling discrimination, based on the nine protected characteristics outlined in the Equalities Act of 2020. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- 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 students' self-esteem and encourage them to fulfill their true potential
- Providing a broad curriculum which inspires, challenges and engages each student through high quality teaching
- Keeping parents/carers informed of student progress, achievements and concerns at an early stage
- Assessing work and reporting on academic, attendance and any other achievements and setting targets to move pupils to the next level
- Having high expectations at all times
- Rewarding achievement and celebrating success
- Applying sanctions in line with the school Behaviour Policy

### **As a Parent/Carer I will ensure my child receives a high-quality education by:**

- Upholding the ethos, rules and values in the Yardleys Charter
- Advocating the Yardleys Way by promoting equality and diversity and tackling discrimination, based on the nine protected characteristics outlined in the Equalities Act of 2020. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- Supporting the school and leaders in their choice of appropriate curriculum and resources
- Supporting the school to help students become well rounded citizens that uphold fundamental British values
- Supporting the school in having high standards of academic attainment through the use of homework and independent study
- Supporting both in and out of school in maintaining high standards of behaviour, punctuality, attendance and uniform
- Sharing concerns about my child's education, welfare and behaviour with the school
- Supporting the school's Behaviour Policy, together with any sanctions applied
- Ensuring that my child is in school every day, on time. On the rare occasion my child is absent from school due to serious illness, I will contact the school on each day of absence.
- Not taking my child out of school during term time, and be aware that fines can be imposed

- Taking part in my child's progress at school throughout the year when invited to events and, if necessary, by contacting the school for an appointment
- Ensuring my child does not bring a mobile phone/expensive item(s) to school, and understanding that the school will not be responsible for any items lost or stolen
- Support the school's right to confiscate items which are deemed to be inappropriate for school
- Ensuring that my child only has social media when they are legally old enough and monitor my child's use of social media
- Ensuring my child upholds the school expectations on the way to and from school and does not get involved in anti-social behaviour
- Supporting and promoting Yardleys School within the community

**As a Student I will ensure I receive a high-quality education by:**

- Upholding the ethos, rules and values in the Yardleys Charter
- Advocating the Yardleys Way by promoting equality and diversity and tackling discrimination, based on the nine protected characteristics outlined in the Equalities Act of 2020. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- Valuing and treating everyone equally
- Following school rules and routines and respecting the school property and environment
- Arriving to school every day, on time and with the correct school equipment. Ensure any equipment used or lost is replaced
- Taking pride in my appearance by wearing the correct school uniform
- Behaving in a way which does not bring the school into disrepute and respecting our local community
- Not bringing to school a mobile phone, expensive items or any items deemed unacceptable within a school setting
- Not misusing social media
- Accepting the consequences of my actions and following the Behaviour Policy in full
- Working to the best of my ability in all schoolwork, homework and independent study
- Embracing opportunities that make me think and share ideas
- Never giving up and always thinking 'I can do this'.
- Getting involved through discussing with peers, collaborating and asking questions
- Engaging with written and verbal feedback and wanting to do better
- Demonstrating pride and care in the presentation of my work
- Taking responsibility and pride in the presentation of my work
- Behaving in a way which promotes my own learning and that of my peers
- Showing pride in my achievements and sharing my successes with others
- Being an ambassador for Yardleys School within the community

This Home School Partnership has been designed to ensure we work collaboratively and ethically to provide education of the highest standard. To ensure, we stand firm that all staff and students are entitled to a safe working environment free from violence and abuse, and this type of behaviour will not be tolerated.

## Behaviour Policy – Recognition and Praise

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Our policy is **grounded in a recognition 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 praised whatever their ability or strengths

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

**The following methods are by no means an exhaustive list:**

- verbal praise from staff
- 'Positives' given for displaying the 3R's from the Yardleys charter or for exemplary homework
- feedback to parents during Attitude to Learning Day 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

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### 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.

### Behaviour Detention System

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The school operates a regular detention system. It is the role of the student to inform their parent/carers that they have been set a detention, however, out of courtesy a text message is sent on the day of the detention to the first priority mobile phone number as a reminder to parents.

- **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.** (Reasonable adjustments can and will be made for students with SEND needs that require this.)
- Please note that **automatic detentions can be given for not meeting behaviour expectations and not adhering to our school values.**
- **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 will receive an additional detention at lunchtime as well as a detention after school the following day.**
- Students who **receive more than one detention on a single day will serve a longer detention.**
- **Homework detentions run on Fridays for 40 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 for 40 minutes.**
- Failure to attend a detention will result in a more substantial consequence.

**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.**

## Additional Sanctions

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### Yardleys Service

For behaviours such as vandalism, anti-social behavior, disrespect etc. HOY/AHOY and SLT reserve the right to place students in a session of 'Yardleys Service'. These sessions will last for up to 90 minutes and will be centered around students giving back to the school and its community – this may be through helping staff, litter picking, cleaning graffiti etc. Parents/carers will be informed of this sanction by the member of staff assigning the sanction and a letter will go on the student's records to confirm their attendance.

### Behaviour masterclasses

For behaviours such as smoking/vaping, repeated truancy, physical aggression etc. HOY/AHOY and SLT reserve the right to place students in a 'Behaviour Masterclass'. These sessions will last for up to 90 minutes and will be centered around educating students around repeated poor behaviours that have a significant impact on their outcomes, both inside and outside of school. Parents/carers will be informed of this sanction by the member of staff assigning the sanction and a letter will go on the student's records to confirm their attendance, parents may also be invited to attend some of these sessions if necessary.

### Reflection Placements

A reflection placement in isolation can be assigned to a student for a range of behaviours, or the repeated demonstration of the same behaviours (e.g. multiple detentions in one day). A reflection placement is completed in the isolation room and runs from PI-4, where (alongside their academic work) they are required to complete a reflection sheet outlining the impact of their actions.

## Yardleys School – The Consequence Ladder

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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, including:

- Meetings, letters and phone calls from AHOY/HoY to parents/guardians to discuss concerns such as smoking/vaping, truanting, leaving school premises without permission, graffiti and damage to school building, litter, low level disruption, punctuality to lessons, homework concerns, discriminatory behavior, chewing etc.

- Being 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/AHoY/HoY/SLT.
- Being placed on individual behaviour contracts, signed by both the students and parents/carers.
- Receiving support from the school such as the SEND team and outside agencies.
- The consideration of a managed move.
- Directing a pupil off-site for education to improve his or her behaviour. (Please note - Parental consent is not required in order for a school to direct a pupil off-site under this provision.)

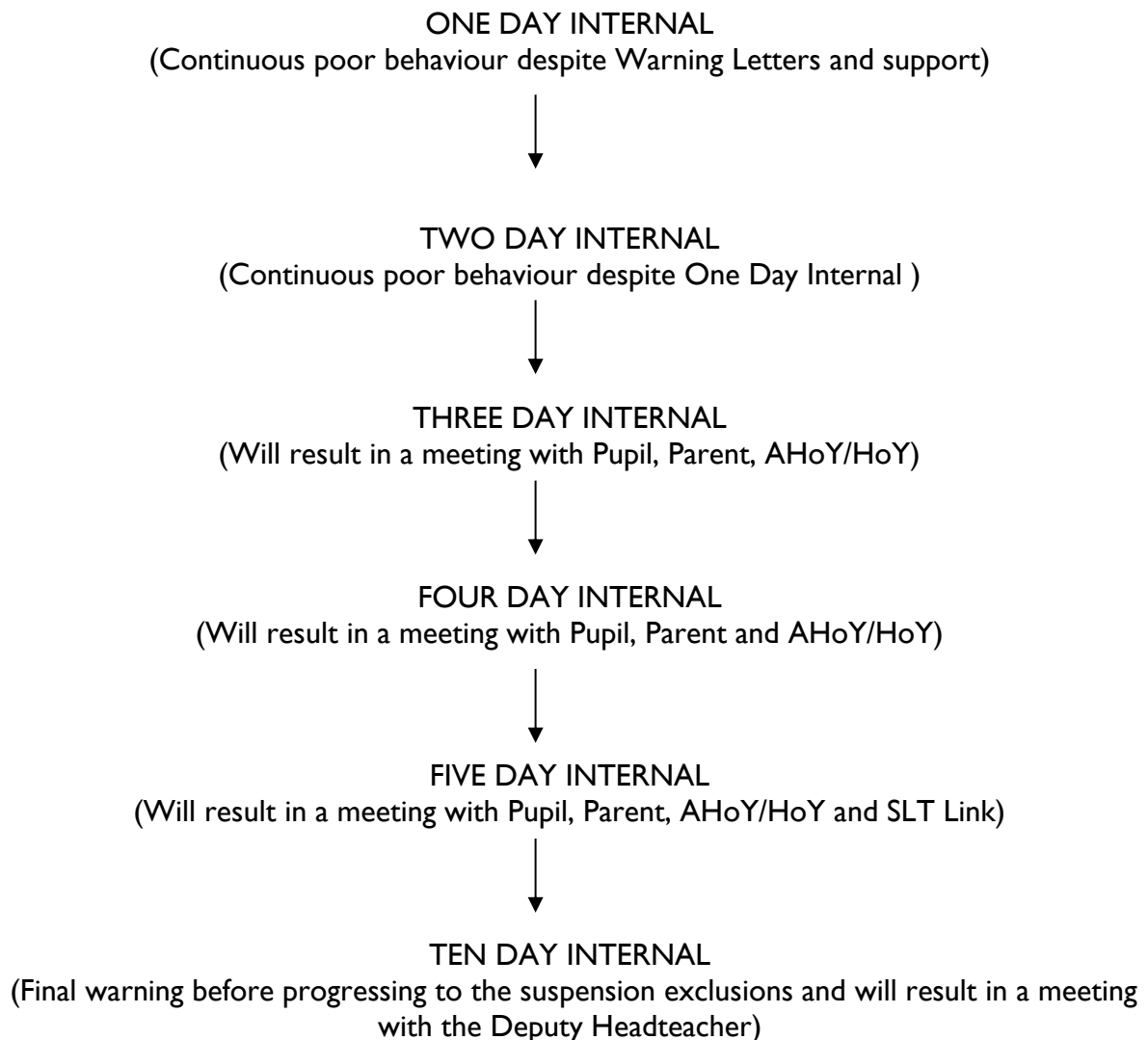
For pupils who behave in a way which is not acceptable (despite the support above) there needs to be a step by step process as highlighted by the consequence ladder.

## Consequence Ladder (INTERNAL PLACEMENTS)

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

- Only the SLT, Head of Year and Assistant Head of Year (with consultation with the SENCO, where appropriate) can authorise an internal placement.
- Internal placements will be served in the Isolation Room and will result in an automatic 40 minute 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.
- Steps on the ladder can be skipped if the school feels the poor behavior demonstrated by the student warrants an increased sanction.
- 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)

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### Fixed Term External Suspensions (1-5 Days)

Repeated episodes of poor behaviour, serious offenses 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 (relevant social workers and/or other external agencies e.g. Virtual Schools) will be expected to attend a meeting to discuss the suspension and the re-admittance of the student back into school.

### Extreme Clause

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- 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

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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 with) an offensive weapon (where the term 'weapon' is defined as any object used to inflict bodily harm or cause physical damage, it can include items specifically designed for this purpose, objects adapted for such use, or even everyday items carried with the intention of causing harm.)

**Criminal offenses may 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**

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**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, ensuring it is the least restrictive and the shortest duration necessary.
- 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 willful 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;

### **What should happen if reasonable force has been used?**

#### **If reasonable force has been used:**

- the member of staff who used reasonable force will log the incident via CPOMs, which will alert the SLT team, HOY and DSL
- the HOY will inform the parents of the student involved
- SLT will report the use of reasonable force to their governing body as part of the scheduled safeguarding reports

**When can Reasonable Force not be used?**

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

## Screening, Searching and Confiscation

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

### Yardleys school staff can:

- Search students for any item which is banned by the school rules, if they believe they have reasonable grounds to suspect that the student has a prohibited item.
- 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.
- These searches may include the use of a metal detector.
- Members of the SLT, Assistant Head of Year, 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 offense, 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.
- The school logs all incidents where a search has taken place and contraband found.
- Where a search has taken place due to a suspicion of having prohibited items, but no items have been found, a log will be made on CPOMs to allow further monitoring.

## **Working with the Police**

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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, alongside the WAI70 form, and the understanding that we may need to inform parents/carers;
- The school reserves the right to 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 by working collaboratively with the police.
- Any incidences involving weapon/drugs will be reported to the police.