



**YARDLEYS SCHOOL**

**BEHAVIOUR POLICY**

**UPDATED: May 2011**  
**LAST UPDATED: June 2011**



## **YARDLEYS SCHOOL**

### **Behaviour Policy**

#### **Aims**

To create a safe and supportive learning environment in which all members of the School are encouraged to develop their maximum potential.

#### **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.

#### **In our School we expect everyone to work hard and give of their best.**

#### **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:**

- 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
- ensure that students feel safe

## **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

## **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.

## **STAFF RESPONSIBILITIES**

**Staff will ensure each child receives a high quality education by:**

- Creating a safe environment where all our children are valued and treated equally.
- Raising individual pupils self esteem and encouraging them to fulfil their true potential.
- Providing the highest quality of learning and teaching opportunities by setting challenging tasks to ensure pupils achieve the highest possible standards.
- 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.
- Extending a warm welcome to parents, visitors and employers.
- Enhancing Yardleys standing as **the** school in the community,

## **STUDENTS' RESPONSIBILITIES**

### **To show pride in being a Yardleys pupil by:**

- Display respectable behaviour to and from school and during the school day
- Respecting the school property and environment.
- Valuing and treating everyone equally.
- Attending school regularly and on time.
- conduct themselves quietly around the school
- Wear the correct school uniform at all times (white shirt, black trousers, school tie, black blazer with school badge, black school shoes and school sweatshirt)
- Working at my best at all times and allowing others to do the same.
- Allowing teachers to teach and pupils to learn.
- Complete all work reasonably assigned to them as classwork and homework
- Aiming higher, setting myself targets to improve on my previous best.
- Following school rules and routines.
- Accepting the consequences of my actions.
- Showing pride in my achievements and sharing my success with others.
- Being an ambassador for Yardleys School within the community

## **PARENT(S)/CARER(S) RESPONSIBILITIES**

### **Take an active interest in your child's work and achievement by:**

- Helping and encouraging my child to achieve their best by checking that homework and coursework are completed and deadlines met.
  - Sharing concerns about my child's education, welfare and behaviour.
  - Supporting the school's behaviour and attendance policy.
  - Ensuring my child is punctual, in correct school uniform, with the right equipment.
  - Attending review days and subject consultation evenings to discuss my child's progress.
  - Ensuring that holidays are not taken in term time.
- Supporting and promoting the school within the community

## **Rewards/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
- written praise in books
- merits collected in lessons
- positive comments on sleuth/feedback to parents during Progress Review and Parent Evenings
- display of work
- postcard home
- telephone call home
- assembly mention
- House Points for the House Cup and House Shield
- visit to Head or other member of staff
- certificate
- 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 – once every term where academic and pastoral achievements are celebrated and certificates awarded. Medals 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.
- Headteacher's commendation
- Responsibility badges given for posts of responsibility

**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 June 2011 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. Reasons can range from being late to school, incorrect uniform, low level disruption, poor behaviour, lack of work, failure to complete homework/coursework etc. The detention will last for 30 minutes and will be served the following day. Students who receive more than one detention on a single day will serve a 1 hour detention. Failure to attend a detention may result in the student being placed in Isolation or on the consequence ladder. **It is the responsibility of the student to inform parents that they have received a detention.**

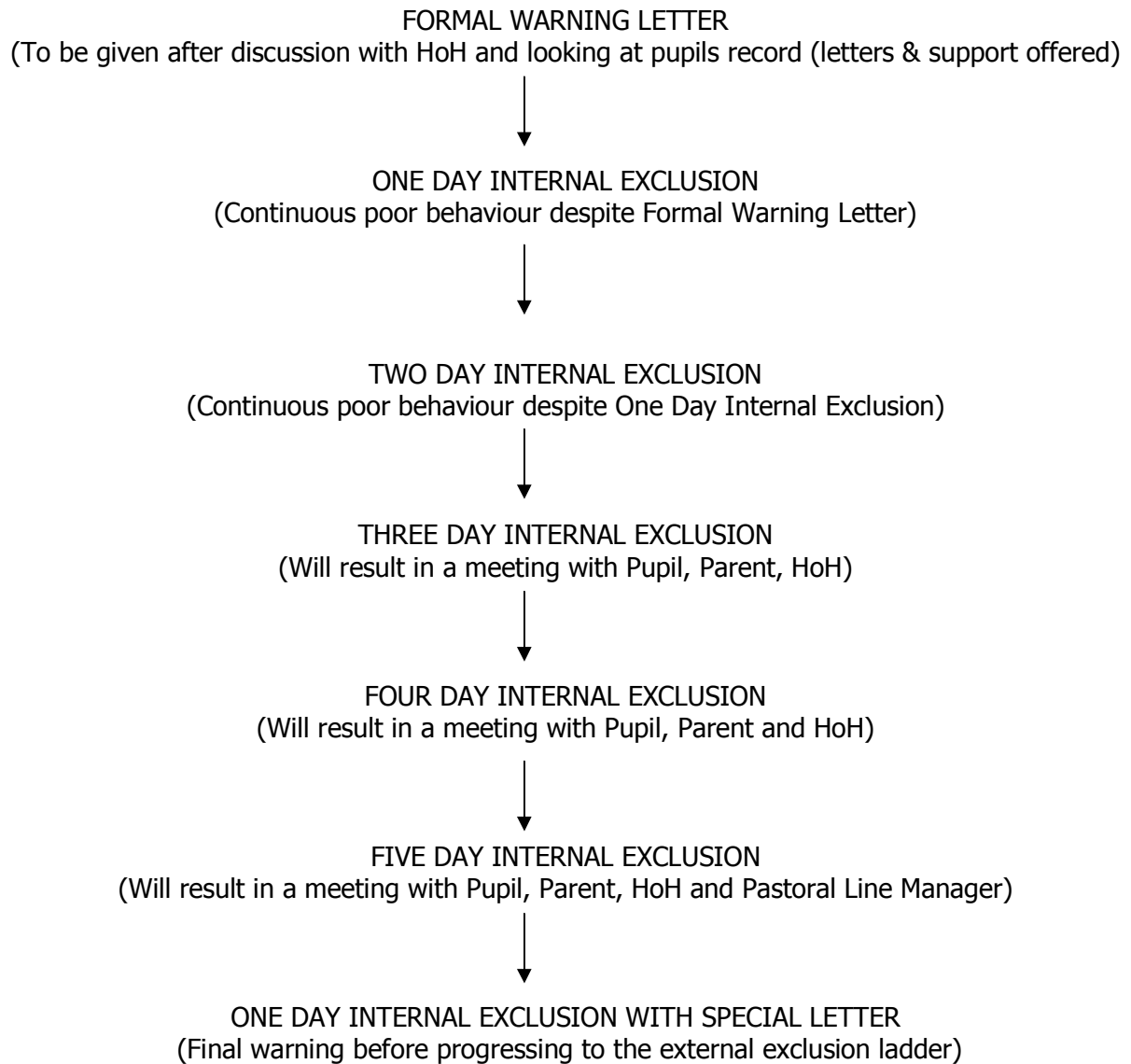
Serious incidents will be referred to Heads of House or SLT and may result in students being placed on the consequence ladder leading to internal or external exclusions.

### **The Consequence Ladder**

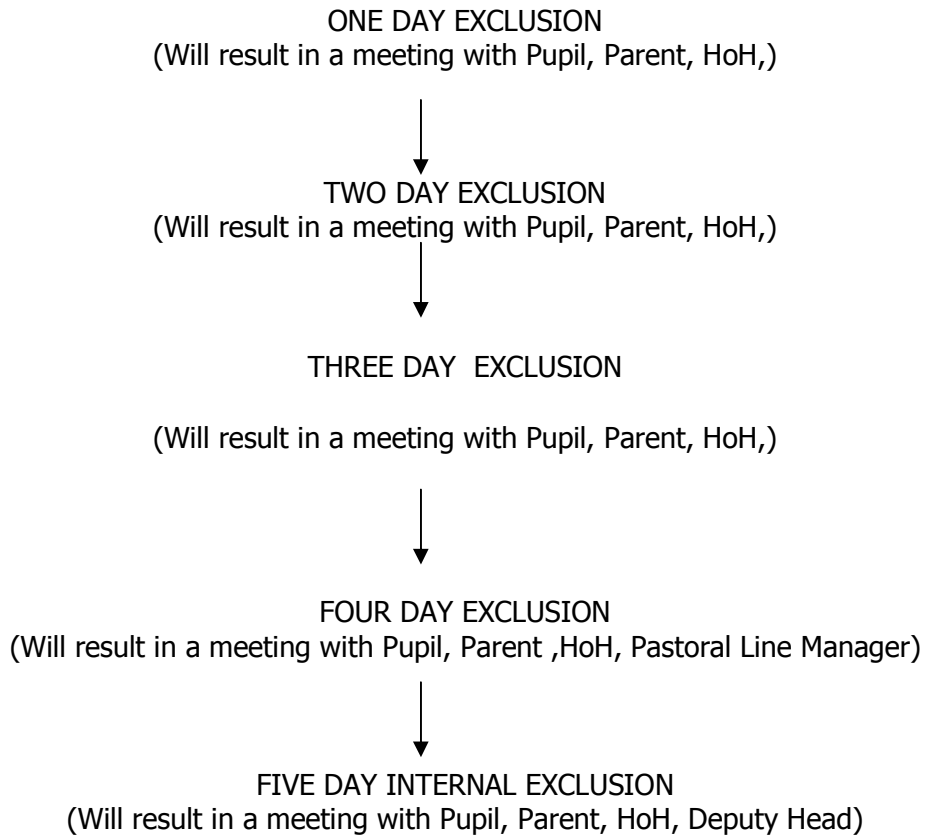
Students who behave in an unacceptable way will be dealt with by reference to the consequence ladder. The consequence ladder starts as a Formal Warning Letter and progresses in clear steps which could lead to a permanent exclusion. The Consequence ladder is to last throughout a student's school life. 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 that are **taken before** pupils are placed on the first step of the consequence ladder (Formal Warning Letter). Letters for:
- 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/HoH/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 (LSU) 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.

### **Consequence Ladder (INTERNAL EXCLUSION)**



### **Consequence Ladder (EXTERNAL EXCLUSION)**



### **Internal Exclusions (1, 2, 3, 4, 5 Days)**

- Only the SLT and HoH (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 30 minute late finish for the time that needs to be served.
- Parents will be informed about an internal exclusion through a letter and be contacted by the student's HoH or Isolation Manager.

### **External Exclusion (1-5 Days)**

For serious or repeated offences or any behaviour that is deemed, in the judgement of the Headteacher, to undermine the authority of the member of staff will warrant an external exclusion. This will normally be for 1 – 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.
- 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:

- 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
- Serious actual or threatened violence against a student or member of staff
- 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 an Offensive weapon.
- 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 drive towards success.**

### **Driving Yardleys to Success**

- **Students, staff and parents working together will drive learning and encourage high standards.**
- **The purpose of our behaviour policy is to improve our staffs ability to teach and the students ability to learn.**
- **The emphasis is on praise and support for the vast majority of students who deserve it.**
- **Working together we will make Yardleys the best school in Birmingham.**