



YARDLEYS SCHOOL

Behaviour Policy

LAST UPDATED: OCTOBER 2009

Ratified by Governors on: 8th December 2009



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

For their part, Yardleys' students will:

- display respectable behaviour to and from school and during the school day
- 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)
- conduct themselves quietly around the School
- complete all work reasonably assigned to them as classwork and homework
- use appropriate language to one another and to members of staff
- be polite and courteous to visitors
- keep moving between lessons to avoid congestion
- respect OUR School by placing litter in a bin and clearing up after themselves: in the canteen, at break and at lunchtimes
- respect others, e.g. joining the back of lines
- respect our community and always show special consideration for other members of the community
- remember that they are representing OUR School.

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

Having rights allows the teacher to move beyond the 'because I said so' approach.

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:

- Respecting the school property and environment.
- Valuing and treating everyone equally.
- Attending school regularly, on time and in correct school uniform.
- Working at my best at all times and allowing others to do the same.
- Allowing teachers to teach and pupils to learn.
- Completing classwork, homework and coursework to the best of my ability.
- 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 target setting, 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

Routines

It is unhelpful to assume that students know how to behave during certain routine times. Teach them what sorts of behaviour you want to see. Always give feedback on how they are doing. The routines for Yardleys School should be displayed in appropriate places, e.g. classroom doors for the routine to enter classrooms. However these need to be referred to and revisited on a regular basis if they are not to become merely wallpaper.

Rewards

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.

Students whose effort and behaviour are good are rewarded, the 'core' system for doing this is the merit system outlined below. However, all staff, faculties and year groups are encouraged to use praise and other rewards as often as possible. Rewards are being written into development plans in a formal way and there is no substitute for the informal word or quick call home when something positive happens.

The following methods are by no means an exhaustive list:

- verbal praise
- written praise in books
- positive comments on sleuth
- display of work
- postcard home
- telephone call home
- assembly mention
- 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.
- 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

The Yardleys Merit system

The thinking behind this is that we must make a fundamental change to the school ethos by praising what is going well rather than merely punishing what is not. In addition the system we adopt must be one which:

- has the best chance of being sustained,
- is easy to administer and easy to maintain,
- will give **every** child a chance of being rewarded whatever their ability or strengths.

The Merit system will run from September 2009 as follows:

Every teacher and member of support staff will be issued with a number of merit slips on a weekly basis, ready cut up and requiring no action other than handing them to the student. The pupil will write his/her name on the merit and place it in a box in his/her form room.

Merits can be awarded for anything deemed appropriate by a member of staff. Effort, improvement, attainment, achievement, politeness, co-operation, making good choices, following school rules are all valid reasons. Particular focus areas will be identified every two weeks by the pastoral team but other reasons for issuing merits will always be valid.

The merit boxes will be collected by the Heads of House on a weekly basis and a prize draw made in assembly. It is anticipated that a number of small prizes will be given each week.

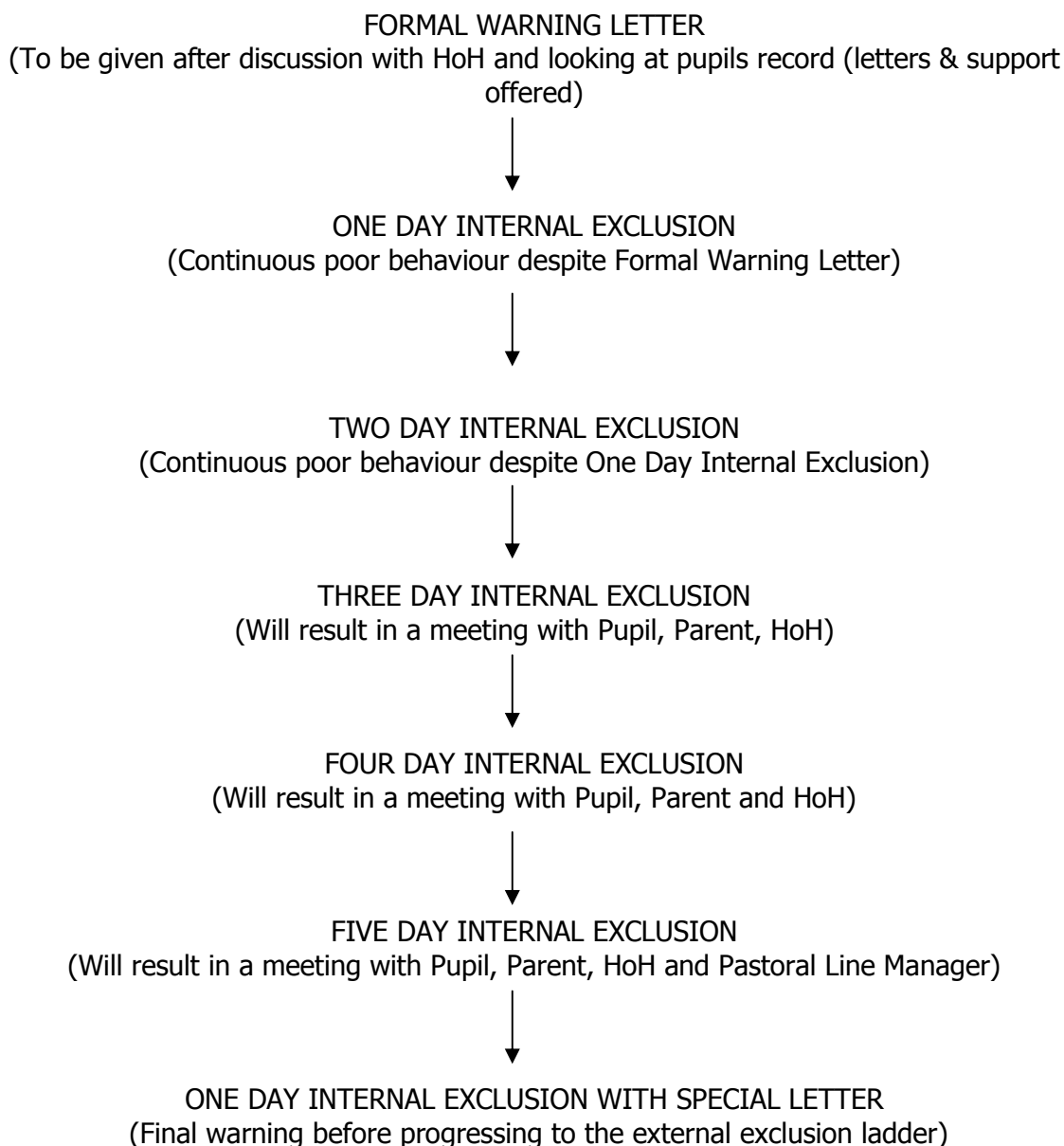
Consequences

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.

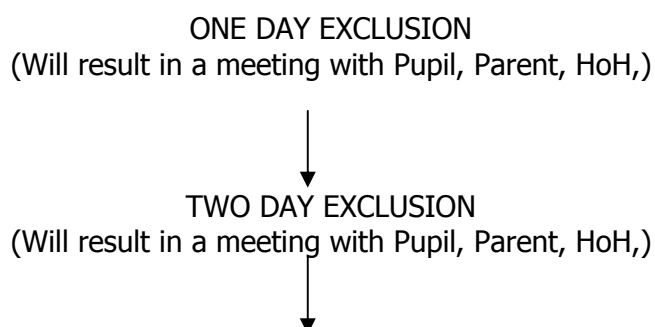
Students who behave in an unacceptable way will be dealt with by reference to the consequence ladder. The consequence ladder starts as a Formal Warning Letter and progresses in clear steps which could lead to a permanent exclusion. The Consequence ladder is to last throughout a student's school life.

- 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 Behaviour Intervention Unit (BIU) or 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)



THREE DAY EXCLUSION

(Will result in a meeting with Pupil, Parent, HoH,)



FOUR DAY EXCLUSION

(Will result in a meeting with Pupil, Parent, HoH, Pastoral Line Manager)



FIVE DAY INTERNAL EXCLUSION

(Will result in a meeting with Pupil, Parent, HoH, Deputy Head)

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

- Only the SLT and HoH (with consultation with the SENCO/BIU) can authorise an internal exclusion.
- Staff must ensure that work is provided and collected for pupils in Internal Exclusion.
- A meeting with parents is arranged when a child reaches a 3 Day Internal Exclusion

External Exclusion

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.
- 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.**