

## **Yardley School Behaviour Policy 2024-25**

The purpose of the school behaviour policy is to outline measures which aim to:

- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour of pupils
- promote, among pupils, self-discipline and proper regard for authority
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- otherwise regulate the conduct of pupils.

This is to support the stated aims of the school which are:

- For all children to develop to their full potential in all areas of life, academic, physical, emotional and social
- To enjoy school life in achieving this
- To create positive attitudes towards good behaviour and self-discipline

### **SECTION 1 - OUR SCHOOL SYSTEMS AND SANCTIONS**

#### **Our School Rule is BE SENSIBLE**

In such that pupils and adults should behave responsibly to themselves and others. Show consideration, courtesy, respect and tolerance for others. Be able to work in co-operation with others.

#### **IMPLEMENTING THE POLICY**

Factors that positively encourage good behaviour

- Fostering of good relationships with mutual respect between teachers and pupils
- Teachers having high expectations of their pupils' academic and social abilities
- The curriculum and teaching methods being well matched to pupils needs
- Nurturing pupils growing maturity and self-esteem
- Developing pupils Emotional Intelligence and Thinking Skills
- Ensure a healthy balance between rewards and sanctions to promote positive attitudes

All staff have a collective responsibility to promote good behaviour in the school.

- All staff must have high expectations of their pupils and pupils should be positively encouraged to have such of themselves.
- It should be the norm for all pupils to achieve to the best of their individual ability. Pupils must be encouraged to meet this expectation.
- Self-esteem is vital - praise for achievement and effort for something that was difficult to achieve for an individual will promote self-esteem. Praise for its own sake or for something that was not noteworthy for the individual will not help build self-esteem and can actually be detrimental.

- Pupils who do not succeed to the full should be sensitively encouraged, with positive aspects built upon and used to aid improvement in weaker areas.
- Children gradually being given increased responsibility in carrying out tasks, making decisions and being encouraged to plan for themselves will nurture maturity.
- All staff should build a sense of community within the school encouraging a feeling of ownership. This can be achieved through displaying work; offering extra-curricular activities; public reporting of achievement; a system of reward (team points and merit marks in KS2; stickers in KS1 and Reception); the positive involvement of parents.
- All staff must take responsibility for maintaining good behaviour throughout the school and act as role models.
- Distinction must be made between serious and minor misdemeanours. Fair and consistently applied sanctions must be apparent. Whole groups should not be punished for the misbehaviour of individuals and pupils should not be humiliated.
- Never just "tell off". Discuss/comment on what has been done – what was inappropriate, why it is so, how and why we should behave sensibly. All staff must be seen to be fair.
- Staff must listen and act on behalf of any pupil's complaint, listen to all concerned, and be seen to act fairly and explain actions. Any pupil asking to see a member of the Leadership Team or senior teacher must be allowed to do so.
- Never leave a class or group unless absolutely essential and send for cover before this.
- Continually encourage the types of behaviour you want, with passing comments and your manner. Make sure you are always in the right place at the right time and ensure you work as a team with your phase colleagues to solve problems.
- Be proactive – if there has been issues at certain times [breaks, after school on the field, moving along the corridor] discuss the concerns and expectations just before the event. It will be far less likely that you will have to deal with problems after.
- **All incidents of physical aggression, verbal aggression or social exclusion must be reported to and dealt with by a member of the Leadership Team.**

### **Around the school**

- Supervise children into school in the morning, out to and in from play.
- Comment on sensible as well as silly behaviour.
- When moving children around school ensure you can always see them and they can always see you. Always remind pupils of the type of behaviour required before leaving the class.
- Children should go to the toilet 2/3 in a group. Not alone or in larger groups unsupervised. Decide carefully who should be accompanying who.
- Never sit pupils unsupervised to do work i.e. sat outside the classroom, refer to another teacher if it is necessary for them to be separate.

Each break time a member of the Leadership Team runs 'Work Club'. Pupils who need to finish class work or homework and those who are being sanctioned for transgressing class rules also attend it.

The other alternative to playing in the playground is Games Club for pupils who are not fond of the playground and wish to play board games, draw, read etc.

A trained member of staff is available to work with children that are experiencing behavioural or emotional issues. Teachers should refer these pupils via the SENCo.

#### Classroom organisation and notes for teachers

- Ensure your classroom setting is appropriate e.g. seating arrangements, space between desks, carpet and desks, etc.
- Ensure there are well known routines that positively impact on behaviour and the working environment. Make it a habit to always give proactive instructions, e.g. when stopping the class or leaving the class tell them what is expected.
- Ensure there is a calm working atmosphere. Children know what is expected of them and are reminded of this before things go wrong. This must be done positively.
- Be fully prepared for all sessions/lessons/activities, with follow-up available.
- Curriculum content must reflect that which we aim for and be at the correct level for the children. Co-operative learning should be part of this and different teaching methods should be adopted to achieve particular aims and needs.
- Ensure children have tasks to perform that match their ability – tasks are differentiated. There should be no time when they have "nothing to do" or not capable of attempting a task. This does not mean pupils cannot have choices of particular tasks to undertake or choices of how they undertake them. Indeed, it is vital to their learning and growing independence that they do have choices to make regularly.
- Do not allow wandering and avoid queuing.
- Keep a high profile in the room, ensure you can be seen and give "attention" to all. This includes when teaching a specific group.
- Spend 5-10 minutes each day discussing behaviour and attitudes with emphasis on tolerance, caring, kindness, helping, co-operating. This does not mean that after each playtime a teacher spends time dealing with petty matters. Problems that happen in the playground should be dealt with in the playground by those on duty.
- If you are calm, polite and confident children will take your lead. The more agitated you are the more agitated the children become. The louder you become, the louder they become.
- Teaching Thinking Skills, Emotional Intelligence and concentration are all vital to developing self-discipline and learning. Ensure they are not undersold in the curriculum.
- If you ask for a particular behaviour e.g. no talking, ensure you get that. Never accept anything other than what you have asked for in terms of behaviour. (Remember all children are different; do not ask for something that is not possible.)
- Using pupils to 'demonstrate' or 'work at the board'. If this is done at all, it must add positively to the learning experience of the class. A succession of pupils demonstrating leads others to switch off.
- Teachers need to decide carefully when to use questioning in whole class sessions and when it is best to use exposition. With the range of ability in any class at any one time many children will not be interacting with the question asked.
- Teachers must consciously consider if they are favouring or showing dissatisfaction to individuals or groups in their class – all should be treated fairly.

## Notes for the Leadership Team

All incidents that are referred must be investigated in a thorough manner. The pattern that should be followed:

- Listen to and ask questions of each individual involved - do not allow pupils to interrupt each other whilst doing this. If there are a number of children involved it may be more appropriate to get written accounts.
- Listen to and ask questions of any witnesses who actually saw or was present at the incident. It is very important to get a picture of what was happening when the problem occurred, something happening in the context of a game or by accident is very different from a person walking up to someone being nasty to them.
- Establish the scenario in your own mind and relate this to the pupils. Ask if this is actually what happened and have another round of questions if necessary, until you have established what you believed happened.
- Explain what you believe happened and if required give sanctions that are appropriate. Explain why particular sanctions have been given and ask if they agree. If they do not explain to the pupil and parent so that the child can be helped to understand by their parents. You must be seen to be fair and sanctions must be appropriate.
- All incidents where a pupil/s have been found to be at fault must be added to the Behaviour Log. Details must include date, those involved, a description of the incident and actions taken. The log allows us to track pupil behaviour, detect patterns of pupil and support the pupils' personal development.

If a parent has a concern, worry or complaint about behaviour, listen without coming to conclusions. The issue must be investigated as above before any conclusions are reached. The investigation should take place promptly with parent told of conclusions and actions by the following day at the latest. The key is to have investigated properly, explain reasons for your conclusions and actions. The parent may not agree with your conclusions and if there are further things to investigate it must be done.

### Notes for staff:

- Good behaviour, politeness, etc. should always be positively encouraged and remarked upon, and when warranted rewarded.
- A sanction should always be accompanied by explanation for the particular action being taken.
- Persistent behaviour of one sort would warrant moving along the available sanctions scale, as would frequent unacceptable behaviour of any type.
- Parents should be seen if there is cause for concern before behaviour is a serious problem.
- These sanctions also apply to pupils' poor behaviour outside of school where a pupil can be identified as being a school member.

- Sanctions must be consistently applied, predominantly through 'work club' at break times. This takes place in a classroom that is supervised by a member of the Leadership Team.

- **Sanctions the school uses:**

- Reasoning within a classroom setting
- Reasoning outside of the classroom setting
- Discussion with whole class or group
- Verbal reprimand (telling off)
- Removal of privileges, e.g. responsibilities, extra-curricular activities, curriculum areas (not consistently so as to affect balance of education)
- Required to do extra work or repeat work
- Required to undertake school based community work (litter picking, tidying, removing graffiti, etc.)
- Removing from an activity or lesson (inside the classroom, not outside)
- Keeping in at break or lunchtime
- Written apology during own time
- Referral to a member of the Leadership Team
- Being on Report – written comments on behaviour and work for each lesson seen by the parent and member of the Leadership Team
- Request for suspension from class
- Internal exclusion
- Exclusion from school – fixed period or permanent [Head Teacher can exclude]

- **Responses to different types of behaviour**

- The following types of behaviour, 'as a one off', should be dealt with through reasoning and the appropriate 'work club' sanction. If an individual continued to exhibit such anti-social behaviour or disregard for their own learning and that of others further sanctions would apply. If the difficulty is not resolved to the benefit of the individual and class, the matter must be referred to a senior teacher and ultimately a member of the Leadership Team.
- Talking out of turn, hindering other pupils, making unnecessary noise, moving around the room without permission, general rowdiness or "mucking about", calculated idleness or work avoidance, not being punctual
- Lack of concern for others, running in corridors, loitering in "prohibited areas", unruliness while waiting.
- Cheeky or impertinent remarks should be handled through reasoning and class discussion followed by a written apology. A second incident must be referred to a senior teacher and any reoccurrence to a member of the Leadership Team.
- The following types of behaviour must be referred to a member of the Leadership Team. A record of these incidents is kept and sanctions applied. Those sanctions typical for the various categories are also given below.

- Leaving school premises without permission – discussion with pupil and parents, making up for lost time during breaks. Removal from school if the problem cannot be solved.
- Verbal abuse towards other pupils – discussion followed by verbal or written apology. May also warrant a further sanction. Persistent behaviour of this type may be considered bullying and is dealt with as such.
- Using homophobic language or terms such as gay in a derogatory manner. If proved then a discussion about its seriousness and a period of ‘staying in’ under supervision for 5 to 10 days.
- Physical aggression towards other pupils – discussion followed by appropriate apology and a period of ‘staying in’ under supervision for 3 to 10 days. Persistent behaviour of this type may be considered bullying and is dealt with as such.
- Physical destructiveness - reasoning, class discussion, parental request for payment for damage, and a period of ‘staying in’ under supervision for 5 to 10 days. Persistent damage to school property will result in exclusion.
- Verbal abuse towards teacher - discussion, written apology, removal of privileges, parent interview and a period of ‘staying in’ under supervision for 10 days. A second occurrence will result in a form of exclusion.
- Physical aggression towards a member of staff – exclusion (ultimately leading to permanent exclusion if repeated).
- Bullying – a form of exclusion (ultimately leading to permanent exclusion if repeated).

Permanent Exclusion is a last resort and would normally happen after the following other types of exclusion had taken place - short internal exclusion – longer internal exclusion - short term external exclusion – longer term exclusion – permanent exclusion. Where appropriate outside specialist support will be procured.

### **Promoting good behaviour and hard work**

We believe that positive, good behaviour is the normal expectation of all pupils. Behaviour and attitude that exceeds the norm should be justly rewarded. The aims of a reward system:

- To encourage within our pupils a sense of achievement and pride in both their work and behaviour.
- To promote self-esteem, and in turn, motivation.
- To reinforce the type of behaviour that reflects the ethos of Yardley.
- The reward systems used in each key stage are outlined below:

#### Key Stage 1

- stickers and certificates (to be given out at the teachers discretion)

#### Key Stage 2

Two reward systems are used.

- Team points - awarded when children demonstrate a standard of behaviour that is above the expected norm. An example being children carrying out tasks for the benefit of others. A maximum of 2 team points can be awarded by any member of staff at Yardley. Team points are collected on a weekly basis and announced in assembly. A cup is awarded on a termly basis to the team which has the most points.

- Merit marks - awarded for academic achievement, where the children produce a standard of work that demonstrates a level of effort above the expected norm. The system runs on a yearly cycle, starting again each academic year.
- 30 merit marks – bronze certificate and badge
- 60 merit marks – silver certificate and badge
- 90 merit marks – gold certificate and badge

### **Class rules and ‘work club’ sanctions**

It is important that there is a whole school system that reflects acceptable polite behaviour is the norm in each classroom. To this end all classes have the same rules and the same sanctions that are consistently applied. These are outlined below and are complimented by ‘Rights Respecting’ commitments that teachers draw up with each class.

Issue	Sanction
1. Arguing with peers	Stay in and solve problem at break
2. Calling out in lessons	Miss one playtime to write letter of apology or to complete work
3. Noisy in lessons or at inappropriate times	Work at playtime
4. Not paying attention or off task	Work at playtime
5. Talking in silent reading	Additional reading at playtime
6. Laziness	Finishing work at break-time
7. Not caring for belongings or being untidy	Extra tidying duties
8. Poor presentation	Repeat work during a playtime
9. Poor attitude, general disregard for others	Work 2 playtimes
10. Rudeness to peers	Letter of apology or work completed at playtime. In for 1 day
11. Rudeness to teachers	Referral to a member of the Leadership Team. Sanction of up to 1 week staying in.

Issues that may occur around the school and in the playground are dealt with by staff on duty, with ‘work club’ used if required. All forms of aggression must and will be referred by staff to the Leadership Team. Such issues will be dealt with at the earliest opportunity outside of lesson time, i.e. next break and inside lesson time if required.

## **Section 2 – Wider behaviour issues**

### **Bullying**

There is no legal or common definition of what bullying is. Unfortunately, this can lead to wide interpretations across society and individuals. A child or parent may use the term bullying for any incident of them/their child being upset, regardless of who caused it, how it happened,

why it happened or if had happened before. This is to be expected when the subject has such a high media profile in society yet there is no agreed definition.

Our definition for bullying is – **the repetitive, intentional hurting of one person or group, either verbally, emotionally or physically, by another person or group, where the relationship involves an imbalance of power.** This is based on the definition used by the Anti-Bullying Alliance.

The ways of bullying – verbally, emotionally and physically – are straightforward. As is ‘repetitive’ and ‘intentional’. ‘Involves an imbalance of power’ is taken to mean someone or group can hurt because they are simply stronger, bigger, more popular, have more money, etc.

Bullying can take place inside or outside of school, online or via mobile phones and can take the form of:

- Being called names
- Being put down or humiliated
- Being teased
- Being pushed or pulled about
- Having money and other possessions taken or interfered with
- Having rumours spread about you
- Being ignored and left out
- Being hit, kicked or physically hurt
- Being threatened or intimidated

The whole school community must be aware of the need to create an environment where bullying is frowned upon and not accepted. Pupils are encouraged to report any incident where they feel someone has been unkind, threatened, hurt or isolated them. This encouragement must be regular on the part of all staff - bullying never just goes away and we are dependent on being told by pupils themselves, their friends or parents that things are happening to them that they do not like.

Any reporting of bullying must be investigated by a member of the Leadership Team as outlined above. The Leadership Team deals with all forms of aggression, physical and verbal, and bullying. Notes on incidents are recorded together with actions. Where patterns occur that might indicate bullying parents must be informed and their assistance required to correct pupil’s inappropriate behaviour.

Bullying in any guise, physical, verbal or social will not be tolerated. The pupil or pupils involved must be helped to change their behaviour. However, if a pupil bullies others and cannot see that it is wrong and correct the way they behave, ultimately they will be removed from the school.

Any incidents involving bullying, sexualised behaviour, racism, homophobia or violence should be referred to the headteacher and a record kept. Safeguarding procedures will also be followed.

## **Peer on Peer Abuse**

Staff should recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults, sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, initiating/hazing type violence and rituals and sexting. Staff should make it clear that abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”.

Any allegations of peer on peer abuse will initially be investigated by our SENCo/Deputy Head in line with the procedure outlined above for investigating bullying. It will be escalated to include the Headteacher if deemed further action is required.

## **Mobile Phones**

As they get older, some children will begin to bring mobile phones to school with them. However, they are not to be used in the school during the school day. In the morning, pupils hand their phones in to the teacher and record this in a class book. The phones are placed in a class box which is then stored in the school office. The teacher will return the phones to the teacher at the end of the day.

Pupils are given regular reminders that they should not be using their phones on the school site for taking photos or videos.

## **SEND pupils**

Pupils on the Special Needs Register due to problems with behaviour will follow an Individual Education Plan or Pastoral Support Plan monitored by the SENCO. However, these pupils still have to work within the structure of the Behaviour Policy.

## **Banned list**

Any item deemed unsuitable to bring to school will be confiscated. The item will usually be returned at the end of the day, either to the pupil or the parent. Items may be kept for a longer period, up to one week, if circumstances dictate. Items illegal in law must be handed over to the police.

## **Behaviour outside of school premises**

The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This will apply if it is witnessed by members of staff or reported to the school and proven to be true.

Conduct outside the school premises, including online conduct, that the school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform

- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Any criminal behaviour committed by pupils will be dealt with by the relevant authorities.

### **Behaviour incidents online**

Parents are responsible for online behaviour incidents that occur outside school. However, often incidents that occur online will affect the school culture. The school has the power to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Suspected criminal behaviour**

In cases of suspected criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure any further action we take does not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education](#) (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

### **A school's power to manage behaviour**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.