

YEWSTOCK SCHOOL



Behaviour Policy

Status: Statutory

Purpose:

The purpose of this policy is to:

- create a happy, secure and stimulating learning environment where everyone will be inspired to do their best
- promote and develop self-discipline, social awareness, and appropriate standards of behaviour
- endorse common, simple, robust and effective procedures for promoting good work, achievement, effort and positive behaviour.

Rationale:

We believe that high-quality teaching promotes effective learning and good behaviour. We will always recognise and celebrate effort and success, so that all pupils feel valued.

We will teach children to have 'ownership' of their behaviour, take responsibility for their actions, and accept the consequences of their choices.

We will adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

All staff and Governors have been consulted in the development of this policy and pupils are regularly reminded of the rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement.

General Principles behind this Policy:

Staff and pupils will:

- treat others fairly
- show each other courtesy and respect
- give time to others to express their point of view and listen when they do
- work without disturbing or distracting others
- co-operate with each other
- follow the S.E.A.L principles
- care for both personal and school property
- act in a safe and responsible manner
- report hazards or dangerous situations immediately
- keep the school tidy and place all litter in the bins
- value the whole school environment
- if a pupil is put on a behaviour plan then parents will be informed and will agree to sign the plan.

Staff will:

- always recognise and reward positive behaviour
- recognise that behaviour can be a form of communication
- model appropriate behaviour

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- intervene early and appropriately to avoid difficulties arising
- try to identify underlying causes of behaviour.
- Write an appropriate behaviour plan if needed.
- support behaviour management in school through positive interventions, SEAL initiatives, the use of 'circle-time' and other such pastoral strategies
- support behaviour outside school by ensuring a strong home-school partnership
- encourage pupils to make appropriate leisure choices or take part in lunch-time clubs

Relationship to other policies:

This policy is integrated within the Teaching and Learning Policy.

This policy should be read in conjunction with the *equal opportunities, drugs and race equality policies*, the *home-school agreement*, *bullying* and *the use of 'positive handling' including the use of positive, restrictive interventions*.

Roles and responsibilities of the Headteacher, other staff and Governors:

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. He will:

- promote success and positive actions throughout the school
- regularly celebrate pupil success
- advise parents of individual pupil success
- promote inclusion by acting positively to minimise difficult behaviour
- support staff in the use of appropriate interventions for individual pupils
- liaise with parents where behaviour problems are beginning to escalate thus reinforcing the home-school agreement
- as appropriate inform the pupil's parents/carers of the period of any fixed term or permanent exclusion
- give the reasons for any exclusion
- advise the parents that they may make representations about the exclusion to the Governing Body's Discipline Committee
- notify both the LEA and the Governing Body's Discipline Committee of the details of the exclusion, including the reasons for it. In doing so the Headteacher will state the duration of the fixed-term exclusion, or the total number of days of exclusion within the term if this is not the first period of exclusion, or whether the exclusion is permanent

The Headteacher and staff will apply the principles of positive behaviour management through:

1 Our School Rules:

- We respect our school and all the people in it.
- We talk kindly and politely to everyone.
- We play without hurting each other by words or actions.
- We walk in school.

2 Our Reward System:

Ladder of Success – Primary and Secondary

See Appendix A

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3 Our Hierarchy of sanctions:

Ladder of Response – Whole school

See Appendix C

4 Exclusion

The Governing Body will establish a Pupil Exclusion Committee of up to three members and ensure that they receive training to fulfil their role. The Headteacher will not be a member of this committee.

The Committee will have regard to any guidance given by the Secretary of State.

Fixed term or permanent exclusions:

For permanent exclusions or fixed term exclusions of more than 15 school days in any one term, the committee will meet within the statutory time-scale (between 6 and 15 days after the start of the exclusion) after receiving notification of the exclusion. The school will implement DfES guidance where practicable in respect of the placement of a child during the term of exclusion (fixed or otherwise).

For fixed-period exclusions of more than 5 days, in any one term and up to and including 15 school days, the committee will meet no earlier than the sixth school day and no later than the fiftieth school day after receiving notification of the exclusion.

Pupils will not be denied access to public examinations/module tests for externally accredited courses during periods of exclusion.

If the Pupil Discipline Committee decide that a pupil should be reinstated they will give direction to the Headteacher (who is under duty to comply with it) and inform the parent and the LEA of their decision.

If the Pupil Discipline Committee decides that a pupil should not be reinstated, they will inform the parent/carer, the Headteacher and the LEA of their decision and the reasons for it. The letter will advise the parents/carers of their right of appeal against their decision, whom they should contact to lodge their appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Monitoring and Evaluation:

The Headteacher will provide data as required by the Governing Body in relation to the following:

- The number of well done certificates that have been presented termly in Primary and Awards that have been achieved by secondary pupils.
- Fixed-term and permanent exclusions – analysis of specific behaviour
- A record of the behaviours which have been detailed in individual behaviour logs
- Instances of bullying and actions taken as recorded
- Support provided for victims of bullying
- Instances of 'Positive Handling' (positive restrictive interventions) that have been used

This data will enable the Governors to monitor the impact of this policy over a period of time (usually one year).

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Arrangements for the review and amendment of this policy:

Prior to any amendment or review of this policy, feedback will be sought from the staff and school council on the effectiveness of this policy. Some governors monitoring this policy will arrange to visit the school at different times during the school day and report in turn to their respective committee and the Full Governing Body.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

Date of original policy:	February 2004
Date amended and updated	November 2008
Date of full / renewed implementation:	January 2009
Date reviewed by F&E Committee:	1 st February 2012
Date adopted by Full Governing Body:	8th February 2012
Date of next review:	1 st February 2014

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Appendix A

Yewstock School
Achievement and Reward Systems.
February 2012.

This system has been in place since January 2012 and integrates the whole school on a common but age appropriate system.

Primary and Early Years

Pupils have been issued with a sheet to collect 'Well done' stickers for good work. Once they have completed the sheet they will be presented with a Primary 'Well done' certificate in whole school assembly.

There are new awards for **Primary Assembly.**

Every week each class chooses a pupil who will get a mention in assembly and receive a sticker. Every week there is one pupil chosen as Primary 'Star of the Week'. This is run on a rotating basis beginning with Nursery and moving through the other classes. Each of these pupils receive a certificate, a sticker and a star award which they keep for the week.

Secondary and post -16.

Pupils are issued with a sheet to collect Yewstock merit stickers. Once they have completed a sheet (12 stickers) they will receive a Merit Certificate in whole school assembly.

All secondary (except for post 16) have one credit for the bank when they achieve 3 merit stickers.

Post 16, PMLD and some ASD and SLD students for whom the bank system is not appropriate are to devise their own instant reward scheme equivalent to the Yewtree bank and shop.

Since the sticker sheets are cumulative in Secondary there are further awards.

Three Merit Certificates = Bronze award.

Six Merit Certificates = Silver award.

Nine Merit Certificates = Gold award.

Twelve Merit Certificates = Platinum award.

The pupils given these awards are also given a metal badge.

Achievement credits.

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MLD pupils from year 7 – 11 will receive these. Pupils have two personal/SEAL /behaviour targets and when they achieve 50 positives (maximum 15 per week) they are awarded a credit which is banked.

Secondary Assembly.

Each week in assembly a trophy and certificate are awarded to one KS3, KS4 and Post 16 pupil. This is for achievement within the week. This trophy they keep for one week.

Gotchas.

These remain in place for Secondary pupils. When an act of kindness or helpfulness is observed by a member of staff not attached to a particular class they may award a Gotcha to the pupil. At the end of the term they are totalled up and awarded for the most caring pupil and class.

Within individual classes there are schemes to reward positive behavior

Appendix B

Our Hierarchy of sanctions:

Ladder of Response – Whole school

- *Individual class or pupil strategies*
- *Individual behaviour management programme*
- *Visual cue or verbal warning*
- *Re-affirmation of Class Charter*
- *Recovery time - out of class / within another group*
- *Loss of break time*
- *Loss of privileges - zone time / golden time*
- *Parental involvement via phone call / home school book or visit*
- *Behaviour IEP with parental involvement.*

- *Behaviour record log (2 logged incidents = interview with LMT panel)*
- *Interview with LMT panel – 1 LMT + class teacher*
- *Internal seclusion*
- *Interview with parents + Headteacher*
- *Fixed term exclusion*
- *Exclusion*

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Appendix C

INTERNAL SECLUSION

- *Internal seclusion should be **one** of the suggested **sanctions** for **identified pupils** within the behaviour policy.*
- *The hierarchy of sanctions or **Ladder of Response** has been compiled to reflect the appropriate level of response to a variety of adverse pupil behaviours.*
- *The purpose of **internal seclusion** is to provide a separate, managed programme for an individual pupil who has shown behaviour detrimental to their class, year group or other individuals and requires immediate on-site withdrawal from a group environment for a given period between 1 and 3 days.*
- *Once this action is deemed necessary the pupil is withdrawn from the normal class timetable and the seclusion timetable is discussed with the pupil and two members of staff (to be identified – possibly 1 from class team + 1 designated SLT).*
- *The Internal Seclusion Plan (ISP) paperwork- already available since prior use in 2006/2007- is completed and location and staffing agreed.*
- *Progress towards re-integration is discussed with the pupil at a given time during each seclusion day.*