




Yewstock School

Behaviour Policy

Date reviewed by P&C	12.02.2019	Policy Type	Statutory
Date adopted by FGB	26/02/2019	Review Cycle	2 Years
Date of next Review	11.02.2021	Signed by Chair of Governors	
			



Behaviour Policy

Status: Statutory

Purpose:

The purpose of this policy is to:

- ensure Yewstock School Values are upheld
- 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 and support promotes effective learning and good behaviour. We will always recognise and celebrate effort and success, so that all pupils feel valued.

We will support the children and young people at Yewstock to have 'ownership' of their behaviour, take responsibility for their actions, and accept the consequences of their choices. Our approaches and responses to behavioural issues are tailored to meet the individual needs of our pupils.

We do not tolerate bullying by adults or pupils and our aim is to educate and support.

Staff, pupils, parents 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 uphold the Yewstock School Values (see Appendix A):

Communicate Well
Show Respect
Be Kind, Caring and Considerate
Find Joy in Learning
Strive for Excellence

They will:

- treat others fairly through actions and words
- 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
- care for both personal and school property
- act in a safe and responsible manner
- report hazards or dangerous situations immediately including e-safety
- keep the school tidy and place all litter in the bins
- value the whole school environment

Staff will:

- always recognise and reward positive behaviour, using whole school and their own systems
- recognise that behaviour can be a form of communication
- model appropriate behaviour
- 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, the use of 'circle-time' and other such pastoral strategies
- consider referral to internal interventions (Emotional Literacy Support Assistant or School Counsellor) and external agencies (SWIFTS or CAMHS)
- 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
- provide appropriate support, work and staffing for any pupils who need to spend time away from the classroom

If a pupil is put on a behaviour plan then parents will be informed and will agree to sign the plan.

Roles and responsibilities:

The Head Teacher, Staff and Governors will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. They 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/carers where behaviour problems are beginning to escalate thus reinforcing the home-school agreement

In addition, the Head Teacher will:

- 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
- notify both the Local Authority and the Governing Body of the details of the exclusion, including the reasons for it. In doing so the Head Teacher 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 Head Teacher and staff will apply the principles of positive behaviour management through:

1) Yewstock School Values (see Appendix A):

2) Our Reward System: Achievement and Reward Systems – *Primary and Secondary* (See Appendix B)

3) Our Response and Sanctions: **Ladder of Response to Behaviour – Whole school** (See Appendix C)
Repair and Restoration (See Appendix D)

4) Exclusion (See Appendix E)

Logging and Recording Behaviour

It is important to record incidents of behaviour in order to identify patterns or triggers and evidence for the Matrix Locator funding; both of these things will enable us to best support the child or young person. An Incident Form (Form I) should be completed for anything which is considered to be more than 'low-level behaviour'. This should be handed to the Head of Department who will pass it on to the Deputy Head to be recorded in the Behaviour Monitoring Log.

If it has been necessary to use Positive Handling the incident should be recorded in the Bound and Numbered red book which is located in the Deputy Head's office. These incidents will be recorded in the Behaviour Monitoring Log by the Deputy Head and also checked by the school lead/s for Positive Handling, who will support staff.

Supporting Each Other

We recognise that incidents of behaviour can have an emotional and physical impact on staff. We encourage all staff to support each other and to reflect on incidents so that they can understand why it occurred and if anything could be done to prevent a reoccurrence. Where necessary, a class debrief with the team should be led by the class teacher or involve a senior manager. Where a class is experiencing particular difficulties with a child or young person, supervision or coaching can be offered as a way to support.

Monitoring and Evaluation:

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

- the number of certificates that have been awarded termly to Primary and Secondary pupils
- fixed-term and permanent exclusions and analysis of specific behaviour
- a record of the behaviours which have been detailed in the Behaviour Log with analysis
- instances of bullying and actions taken as recorded
- incidents of verbal abuse or language relating to protected groups or
- actions relating to support provided for victims of bullying
- instances of any Positive Handling that has been used

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

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 Pupil Voice on the effectiveness of this policy. 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

Yewstock School Values



Communicate Well

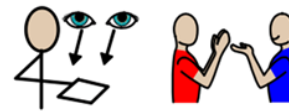
Everyone will have a voice and make time to listen to and understand each other.

Our Values



Yewstock School

A special place for everyone to learn, achieve and be valued



Show Respect

At Yewstock everyone is treated as an individual with respect, kindness and equality. We look after our school.



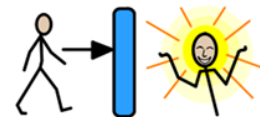
Be Kind, Caring and Considerate

We will listen and respond to everyone's needs and build strong and caring relationships.



Find Joy in Learning

Everyone is engaged, comfortable and happy to learn, keen to try new things and encourage others.



Strive for Excellence

Everyone will do their best for me and I will do the best for myself. Together we will be the best we can be.

Appendix B

Yewstock School - Achievement and Reward Systems.

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 are 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.

Four 'Well done' Certificates = Bronze award.

Eight 'Well done' Certificates = Silver award.

Twelve 'Well done' Certificates = Gold award.

Sixteen 'Well done' Certificates = Platinum award.

There are two 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 receives 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.

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.

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.

Primary, Secondary and Post 16

GOTCHAS: 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 behaviour.

Ladder of Response to Behaviour

There is usually a reason for a behaviour.
Consider what the behaviour is telling you.

Good class strategies with clear rewards and sanctions should be planned for and on display.

Try diffusion strategies e.g. language of choice, distraction, diversion, reassurance, tactical ignoring, calm voice, reminder of successes, reminder of reward, time-limited withdrawal.

1. Visual or verbal warning for inappropriate behaviour with reminder of sanction e.g. time with another class, loss of break time, loss of 'Golden Time', note or call home.

2. Individual strategies agreed with pupils and class team to deal with a particular behaviour e.g. 5 point Scale, sensory strategies, timers, quiet working area, time out.

3. Individual Behaviour Plan involving parents / carers.

Consider using a tally or ABC chart to look for patterns and to provide Matrix evidence.

4. Referral to Head of Department for advice or guidance.

5. If two serious incidents are recorded parents are informed and invited in for interview with pupil, class teacher and LMT.

6. If behaviours continue arrange interview with pupil, parents or carers and the Head Teacher.

Fixed-term or permanent exclusion or a managed move to a different setting may be considered by the Head Teacher.

Where necessary, Repair and Restoration

Ensure incidents are logged on Incident Form.

TA or Subject Teacher → Class Teacher → Head of Department → Deputy → Head

Appendix D

Repair and Restoration

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. Internal seclusion or 'Repair and Restoration' is **one** of the suggested **sanctions** for **identified pupils** within the behaviour policy.

The purpose of Repair and Restoration is to provide a separate, managed programme for an individual pupil who has shown behaviour detrimental to their class, year group or other individuals, which requires immediate on-site withdrawal from a group environment for an agreed period.

The pupil will be allocated an area to work in, which is away from other pupils. They will be supported by a member of support staff from all Key Stages.

A meaningful Programme of Work for any period of Repair and Restoration should be provided by the class teacher / form tutor. During the withdrawal they will also be helped to reflect on the reason why they are out of class.

It is the responsibility of the class teacher / form tutor to settle the pupil in Repair and Restoration and lead debriefing at the end of each day.

Feedback on any period of Repair and Restoration will be provided by the support staff for each period out of class.

Yewstock School – Exclusions

At Yewstock, we adhere to statutory guidance on exclusion from the Department for Education and all exclusions will be managed according to Local Authority guidance. This requirement applies to all pupils, including those above and below compulsory school age.

Authorising and recording exclusions

Pupils can be excluded permanently, or for one or more fixed periods up to a maximum of 45 days per academic year. Only the Head Teacher can authorise exclusions. All exclusions, however short in duration, must be formally recorded.

Deciding whether to exclude a pupil

A pupil should only be excluded when he/she has breached the school's behaviour policy seriously or persistently, and where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school. It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

When deciding whether to exclude a pupil, the Head Teacher must consider the school's responsibilities under the Equality Act 2010. Pupils with Education, Health and Care Plans or Statements of Special Educational Needs (SEN) are especially vulnerable to the impact of exclusion, and the Head Teacher will take this into consideration when making such decisions.

Notifying relevant parties of an exclusion

On excluding a pupil, the Head Teacher must immediately notify parents of the period of the exclusion and the reasons for it. He must also inform parents of their right to make representations about the exclusion to the Governing Body, and how this can be done. The Governing Body must also be notified of certain exclusions.

The Governing Body's responsibilities in relation to exclusion

For fixed-period exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, it is the responsibility of the pupil's 'home' local authority to provide alternative education.

Governing Bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Exclusions are rare at Yewstock School and would only be used as a last resort when a behaviour is extreme or particularly detrimental to the well-being of others. We will always do our best to work with a child or young person and their families or carers to find a solution, prior to an exclusion being considered.