

**King Edward VI Northfield School for Girls**

**Behaviour Policy**

**May 2021 – June 2022**



**KING EDWARD VI  
NORTHFIELD  
SCHOOL FOR GIRLS**

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*Educational excellence for our City*

## Behaviour Policy

### Statement of Principles for Our Behaviour Policy

Our principles are guided by the cooperative values that permeate our school:

#### **The right to feel safe at all times:**

Everyone in our school has a right to feel safe within our school. This sense of safety is based in mutual respect between staff and pupils and between peers. All members of our school community must be aware that bullying and intimidation is unacceptable. This is true of behaviour in or out of school.

#### **Social Responsibility:**

We believe that all our pupils will only gain maximum benefit from the teaching our staff provide if high standards of behaviour are maintained in all classes. We believe that sanctions must be applied consistently to ensure this is the case, as well as through positive recognition, praise and rewards.

#### **Equality and Solidarity:**

Discrimination on the basis of disability, race, ethnicity, sexuality, gender or background is abhorrent to the principles of our happy and inclusive school. Our legal (Equality Act 2010) and ethical duty means that any such discrimination will be challenged by both staff and pupils. We constantly reinforce this expectation through our ethos, our curriculum and our assembly programme.

#### **Openness and Transparency:**

Pupils should clearly understand the school rules. Expected standards of behaviour will be displayed in all classrooms. Details of behaviour incidents will be effectively communicated to parents. Sanctions will be clearly understood by parents, pupils and staff alike. Parents should communicate clearly and openly about incidents which take place outside of school or online.

#### **Equity and Caring for Others:**

All pupils and staff will understand that it is their responsibility to reinforce acceptable behaviour and challenge unacceptable behaviour. Staff will recognise the importance of reinforcing positive behaviour through the rewards systems that operate within school.

#### **Democracy:**

Staff, parents and pupils are able to influence the direction of the behaviour policy and management in our school through the Behaviour Working Party (staff) and the school cooperative council (pupils).

#### **Expectations:**

We have extremely high expectations for our pupils. Every pupil is expected to behave in a considerate way to their peers and to staff. Good manners in the classroom include listening respectfully to teachers and peers. Good manners in corridors include moving sensibly between lessons. Good manners in the community means travelling to and from school

calmly and considerately, particularly with regard the example they set to the many primary pupils in the immediate vicinity of the school.

### **Rewards:**

**Whilst the most important recognition pupils receive will be through the excellent education they receive at Turves Green Girls' School and the positive relations they enjoy with staff and peers, we also seek to recognise hard work and commitment through more tangible rewards. The nature of these rewards vary from year to year and year group to year group as Year Heads adapt what pupils value and in light of budget available.**

### **Pupils will be rewarded for:**

- \* Good attendance or rapidly improving attendance
- \* Representing the school through, for example, sporting endeavour, exemplary conduct on educational visits etc.
- \* Impressive classwork or homework
- \* Displaying the school ethos and caring for others
- \* Making good academic progress
- \* Contributing to the school community through, for example, participation in School Cooperative Council.

### **Types of rewards include:**

- \* Letters, phone calls and 'praise postcards' home.
- \* Vouchers and prize draws
- \* Head Teacher's commendation
- \* Awards Ceremony awards
- \* Reward trips

### **The Consequences System**

The following text is displayed on a poster in every classroom:

**First Consequence** - Warning – please change your behaviour as it is effecting the learning of others

**Second Consequence** - Warning – it is disappointing that you have not chosen to improve your behaviour. Any further issues will result in a detention.

**Third Consequence** – Lunchtime Detention – You will now have a detention for your repeated failure to follow instructions.

**Fourth Consequence** – Please go immediately to Time Out. Failure to do so will result in being isolated

The purpose of this consequence system is to ensure that pupils are clearly informed when their behaviour is disrupting learning and have the opportunity to modify their behaviour. A secondary purpose is to encourage consistent use of sanctions, so pupils are aware of the consequences of their actions.

## **Our Policy on specific behaviour issues**

**Violence** will not be tolerated in school or on the way to or from school. Where violence is perpetrated on one party by another, the school will consider all sanctions, including Permanent Exclusion. Violence which takes place in the evening or weekend which also impacts on the safety and wellbeing of pupils in school or the reputation of the school will also be dealt with in the same way as if the incident has taken place on the school site.

Where a fight (where both parties exchange blows and where we judge both parties responsible) takes place, both parties are likely to face fixed term exclusion in the first instance. Repeat incidents may lead to permanent exclusion.

The sanctions for all violent incidents will be based on the Headteacher's judgement of the severity of the incident, influenced by judgements around premeditation, age and level of violence.

**Vandalism** - our school does not suffer from routine acts of vandalism unlike so many other schools. Pupils who deliberately damage school property will face either internal or fixed term exclusion. The school will also seek parents' support in recovering the costs of repair from the pupil's savings or pocket money or via volunteering to help with display work at the start and / or end of the day.

**Illegal Drugs, Alcohol and Legal Highs** any pupil suspected of being in possession of dangerous and / or illegal substances will have their bag searched and we reserve the right to call the police into school. Bringing these substances into school will generally result in a permanent exclusion or removal from mainstream school to alternative provision. The same sanctions apply for use of alcohol or drugs on the way to or from school.

**Bullying** – our policy on bullying is outlined in greater detail in our ***Anti-Bullying Policy***. We recognise that fall outs between friends do sometimes happen, and we will deal with these issues sensitively without recourse to sanctions. However where there is clear evidence of sustained unpleasantness, including name-calling or any form of deliberate intimidation, we will call parents into school, sanction and closely monitor. If bullying continues, we will seek to remove the bully from our school.

**Persistent Disruption** - where a pupil is responsible for persistently disrupting learning, we will seek to involve parents through an in-school meeting. At this meeting we will discuss whether it is appropriate for a pupil to be placed on an Individual Behaviour Plan. This plan will involve regular monitoring, specific targets and review meetings. This plan may also include support strategies, such as regular mentoring or anger management. Ultimately, if this IBP is unsuccessful the school may refer a pupil to the Edge Sharing Panel.

**Covid-19 - Failure to Follow Social Distancing Instructions** – these instructions include maintaining appropriate social distance in classrooms and in corridors, observing the one-way system at all times, going directly to Rm4 if directed to by a member of staff. Sanctions will be applied for failing to follow any of these instructions. A full range of school sanctions may be deployed, from verbal warning to fixed term exclusion. In serious (such as deliberately coughing on a peer or a member of staff) or persistent cases the school will risk assess whether an individual pupil is a danger to the wider school community and take steps

to remove this pupil from the school. In extreme cases this may extend even to permanent exclusion.

### **Frequently Asked Questions**

**What is the Oaks Sharing Panel?** – The Oaks Sharing Panel is a body which brings together our school, TGBS, STACS, Colmers, KEVI Balaam Wood Academy, Bartley Green, Dame Elizabeth Cadbury, Hilcrest and other schools. At our regular meetings individual pupils are discussed and alternatives to continuing at the home school are agreed. This may involve a short term move to a new school (a 'passport placement') or it may involve a move to a new school with the intention of being taken on roll at the new school after an initial period. In some cases it can result in the pupil being removed from mainstream schooling and educated at Alternative Provision, such as The Edge Academy or Bournville College.

### **What is a Fixed Term Exclusion?**

A fixed term exclusion is the current name for what parents may commonly know as 'suspension' from school. It is a period of 1 to 5 days (dependent on the seriousness of the incident that has led to it, where the pupil is provided with work to be completed at home. A pupil should remain at home during a fixed term exclusion, and parents are legally responsible for this. The legal aspects are explained on the letter that accompanies notification of a fixed term exclusion.

### **What is a Permanent Exclusion?**

A permanent exclusion is the most serious sanction available to a school. If a pupil is permanently excluded, the City of Birmingham School becomes responsible for arranging education, which may be at a specific Pupil Referral Unit, Alternative Provision or, in the longer term, return to a new school.

### **Are Restorative Justice Approaches used at Turves Green Girls' School?**

We believe that helping an individual understand the impact of their actions can make an important contribution to encouraging thoughtful conduct. We do not routinely insist on written apologies or seek to cow pupils who have misbehaved into making perfunctory apologies, lacking in genuine sentiment. Our professional staff will make a case by case judgement in whether resolution meetings and formal apologies are appropriate in a specific circumstance, based on knowledge of the young people involved.

### **Are parents entitled to receive information about sanctions put in place for pupils other than their daughter?**

When we put sanctions in place we do not communicate the nature of the sanction to other interested parties, we will limit our information sharing to the extent that there has been an appropriate sanction put in place and that the appropriate parents have been contacted. Beyond that, we respect the rights to privacy of the offending pupil and their family.

### **Can parents appeal against the sanctions put in place by the school?**

Parents can appeal against Fixed Term Exclusions or Permanent Exclusion. The process to do so is explained on the letter informing parents of the exclusion. Complaints against any other aspect of school behaviour management can be made by following the guidance in the Complaints Policy.

**What if I have a question not answered here?**

In the first instance contact the Headteacher via the school office with further queries.

**How can I change this policy?**

Write to the governing body (via the clerk to the governors – the school office) with the recommended changes and the rationale for the proposed changes and the appropriate sub-committee of the governing body will consider your proposals and inform you of their decision in writing

Date Agreed: June 2020

For Review: June 2021

Chair of the GB \_\_\_\_\_ (S RYDER)

Date \_\_\_\_\_