



The  
**Birkenhead Park**  
School



# Behaviour Policy

Adopted by LGB: March 2025  
Review Period: 2 years  
Review Date: March 2027  
Person responsible for policy: Clerk

# **Behaviour Policy 2025**

## **1. Introduction**

This Behaviour Policy sets out the school's approach to promoting and maintaining high standards of behaviour in line with statutory guidance and legal responsibilities. Our aim is to create a calm, safe, and supportive environment where all students can learn, achieve academic excellence and thrive.

Our school values underpin what we expect from our students on a daily basis. They outline the behaviours, attitudes and routines that every member of our community should strive to follow.

Ambition and Excellence for All

- Positivity - we are positive about what we do and what others can do
- Ambition - we will work to raise aspirations and develop a strong desire for success
- Resilience - we will be determined and not give up when faced with difficulties
- Thoughtfulness - we treat everyone with respect and consideration

## **2. Aims and Principles**

We believe that good behaviour is essential for effective teaching and learning and that all members of our school community have the right to feel safe and respected. The school is committed to:

- Promote respect, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensure consistency in managing behaviour, including rewards and sanctions
- Support staff in managing challenging behaviour and disruption
- Promote equality, fairness and the rights of all students free from discrimination or harassment

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## 3. Legal Framework

This policy complies with:

- Education and Inspections Act 2006 (Sections 89 and 91)
- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- Behaviour in Schools: Advice for headteachers and school staff (DfE, 2024)
  - Mental health and behaviour in schools DfE (2018)
- Keeping Children Safe in Education (KCSIE, current version 2024)
- Searching, Screening and Confiscation (DfE, 2022)
  - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
  - Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE, 2023)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- Anti-bullying Policy
- Equality, Diversity and Inclusion Policy
  - Mobile Phone Policy

## 4. Behaviour Expectations

For the purposes of this policy, the school defines a serious breach as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

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- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines less serious breaches as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Deliberately late to lessons
- Disrupting lessons and a lack of participation
- Failure to complete classwork

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- Rudeness
- Lack of correct equipment or uniform
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti
  - Poor corridor behaviour

### **5. Rewards and Recognition**

The school creates a culture which promotes excellent behaviour and ensures students can learn in a calm, safe, and supportive environment, protected from disruption. The school values, attitudes, and beliefs are consistently taught and promoted. The social norms and routines expected in school are emphasised through the sharing of key 'learning habits'. These routines are simple and practiced regularly.

Positive recognition and rewards are used by staff to reinforce the school's culture, ethos, routines and norms of the behaviour culture. Examples include:

- verbal praise;
- communicating praise to parents/carers via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- reward trips and activities

### **6. Sanctions**

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with this policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent

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further behaviour issues arising and recurring and staff will use the language of 'choice, chance, consequence' as an agreed script.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

The following are indicative of the range of sanctions that may be implemented dependent upon a range of contextual factors:

- a verbal reprimand and reminder of the expectations of behaviour;
  - removal from classroom to an alternative classroom
- loss of privileges;
- detention – including same-day pastoral/faculty detentions, homework detentions and SLT detentions; break and lunch-time detentions
  - removal from classroom for an internal exclusion
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Students are supported following a sanction and debriefed to help them understand how to improve their behaviour and meet the behaviour expectations of the school. A restorative approach is led by the pastoral team to help rebuild positive relationships. Reintegration meetings are held with parents following a suspension to help the student return to mainstream education and consider any necessary support.

School follows the guidance outlined in KCSIE 2024 in cases which involve child-on-child sexual violence or harassment (online and offline), cyberbullying and inappropriate online behaviour, and incidents which constitute serious breaches of the policy and/or are criminal acts.

All sanctions will be reasonable, proportionate, and consider the individual circumstances of the pupil (Equality Act 2010).

## 7. Support and Intervention

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

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A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system is in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents
- Providing pastoral mentoring and coaching
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

Any behavioural issues are supported by a 5 stage behaviour system which integrates pastoral interventions, SEND strategies and advice from outside agencies. There are a number of whole school systems that support behaviour before a stage 1 meeting is initiated. Parents are involved at every stage and the process seeks to identify and address the causes of behaviour. The process may be modified if there is SEND or potential SEND, or if a child is Looked After. Cases are reviewed regularly by the Head of School/SENCO and the Pastoral Leaders. Each stage meeting will generate a pastoral support plan and agreed support strategies. A multi-agency assessment, such as an Early Help assessment that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

The school culture consistently promotes high standards of behaviour and provides the necessary support to ensure all students, including those with SEND, can achieve and thrive both in and out of the classroom. The behaviour culture allows school to create calm environments which benefit students with SEND, enabling them to learn. Behaviour will always be considered in relation to a student's SEND. Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. There is a need to manage student behaviour effectively, whether or not the student has underlying needs. School balances their duties within the Equality Act and reasonable adjustments, and the Children and Families Act 2014 on using our 'best endeavours to meet the needs of those with SEND'.

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The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for students with disabilities and additional needs. Adjustments are considered in light of the individual student's circumstances, and are designed to reduce or remove disadvantages experienced due to a disability or special educational need. These may include, but are not limited to:

- Providing alternative locations for detention or sanctions to reduce anxiety or sensory overload.
- Adapting behaviour expectations in line with a student's communication or processing needs (e.g. avoiding verbal-only instructions if a child needs visual support).
- Offering access to a trusted adult or safe space during unstructured times (e.g. break or lunch).
- Teaching appropriate behaviours and skills
- Developing and reviewing individual SEN support plans with input from parents, SENCo, and where appropriate, external agencies.

These adjustments will be made in consultation with parents/carers and relevant staff, and recorded as part of the student's support plan or EHCP provision. The school remains committed to high standards of behaviour while ensuring that all students are given fair and equitable access to education and support.

### **8. Searching, Screening and Confiscation**

School staff have the statutory power to search pupils under Searching, Screening and Confiscation: Advice for Schools (DfE, 2022).

The Head of School and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.



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- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: - To commit an offence;  
or - To cause personal injury to any person, including the student themselves;  
or - To damage the property of any person, including the student themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff if necessary in maintaining high standards of behaviour and a safe environment:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Banned food and drink
  - Mobile phones

School staff may use screening with a hand-held wand to scan students for prohibited items.

### **9. Bullying**

Bullying is not tolerated. All incidents are investigated thoroughly and acted upon in accordance with the school's Anti-Bullying Policy.

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Safeguarding Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Support will be provided to both the victim and the perpetrator.

### **10. Behaviour outside of school premises**

Students at the school must agree to represent the school in a positive manner. The Behaviour Policy extends outside of school premises. Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

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- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

The school will impose equivalent sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises compared to the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

### **11. Use of Reasonable Force**

Staff may use reasonable force in accordance with the DfE guidance “Use of Reasonable Force”. All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a student from:

- committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); or
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

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### **12. Exclusions**

The school follows the statutory guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' (DfE, 2023) when excluding pupils.

### **13. Monitoring and Review**

Behaviour data is regularly monitored by senior staff on a half-termly basis. Trends, patterns and the impact of the behaviour policy on student groups will be analysed. This policy will be reviewed annually and updated as necessary. The next scheduled review date for this policy is June 2027.

The policy is shared annually with all staff and training is provided on the principles, routines and processes that support the implementation of the policy. Likewise, the policy is shared with students during their annual induction at the start of each academic year.

The policy is published on the school website and is available on request.