



The
Birkenhead Park
School

Behaviour Policy

2018 – 2019

Adopted by LGB: 16 October 2018
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Person responsible for policy: Clerk



Our school expectations 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.

School Vision and Values

- **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

ROLE OF STAFF

At The Birkenhead Park School we believe that, in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school seeks to create a positive learning environment by:

- Promoting good behaviour and high standards of discipline.
- Promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based upon mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.

The vast majority of our students are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For students to achieve at the highest level they are capable of, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital.

Students learn best in a well ordered and disciplined environment where the standards and expectations are clear. Our classroom rules communicate clearly to students how they should behave, both inside and outside the classroom. Discipline is the common concern and responsibility of all staff at all times and a firm and consistent response from staff towards incidents of poor behaviour will help to continually reinforce our expectations to students.

In the Classroom

Teachers will create a positive, supportive and secure environment by, for example:-

- Using the recognition and sanctions system effectively.
- Arriving before the class and beginning on time.

- Being prepared for the lesson.
- Extending and motivating all students.
- Marking all work promptly and constructively.
- Setting and marking homework regularly to schedule.

The classroom environment will be maintained to the highest standards.

Corridor Behaviour

Behaviour on the corridor and the late arrival of students can have a detrimental effect on lessons.

Students will be expected to:

1. Walk quietly and follow directions.
2. Behave sensibly.
3. Take the quickest route to lessons.
4. Maintain behaviour that encompasses the school values.

Conduct Cards are used to promote positive behaviour on the corridors and around the school environment outside of lessons.

Staff Development and Training

Appropriate training and development will be made available for all staff in terms of dealing with behaviour. Staff development will focus on new and emerging practice and the standards and expectations held within this document.

ROLE OF STUDENTS

Classroom Expectations

The rules of the classroom will be reinforced by all teachers.

All members of staff should have the same expectations of students:

Student Expectations

- We attend school every day
- We arrive on time to school and to lessons
- We wear our uniform with pride and bring the correct equipment
- We only use mobile phones in the designated areas
- We follow instructions from adults at the first time of asking
- We behave safely around the building
- We work hard and never give up
- We show respect and tolerance to each other, staff and visitors

EQUAL OPPORTUNITIES

In acknowledging the 2010 Equality Act all students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their gender, race, religion, sexuality or any disability.

In addition, all staff have a responsibility to influence the development of a sense of justice and tolerance in young people in line with British Values. Expressions of prejudice, with or without the intention to offend, are a form of abuse, which will not be tolerated. Any incidents of discrimination or abuse should be reported immediately to a member of the Senior Leadership Team.

Students with SEN

Students with a EHCP or with particular educational needs are expected to follow the school's Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student are being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. Please see the SEN Policy. Further information regarding exclusions can be found within this policy. The Behaviour Policy is modified to meet the needs of students with an identified SEN.

PRACTICE

Sanctions – The emphasis is on restorative practice, guidance and supporting students to change their behaviour.

- A **'Consequence of Behaviour'** system is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour that undermines the students' own learning or that of others. C1 and C2 categories of behaviour are dealt with by the teacher.
- **Classroom led sanctions** – Teachers are highly skilled in behaviour management strategies and will attempt to support a student to modify their behaviour in the classroom.
- **Removal from classroom/'Pastoral pick up' detention** – When all behaviour management strategies in the classroom have been exhausted the student will be removed to another classroom. In addition they may be collected at the end of the school day by their Year Leader for restorative justice, which may last up to 15 minutes
- **Return to Learn** – In very few instances a student will be sent to Return to Learn for gross misconduct in school or in the community, or when their negative behaviour persists after the steps outlined above have been taken.
- **Fixed Term/Permanent Exclusion** – For persistent negative behaviour and/or serious gross misconduct, the school may pursue a Fixed Term or Permanent Exclusion. Internal exclusions in the Return to Learn room are used as an initial sanction to minimise the impact of learning and attendance for students. Any Fixed Term Exclusions are minimal in length to support the student in reintegrating successfully into lessons. Permanent Exclusion is used as a last resort when all available strategies have been tried, and when

the continued education of a student poses a risk to the health and safety of others within the school, or has a detrimental impact on the learning of others.

SANCTIONS

The issuing of a sanction to a student and how it is done can make the difference to its effectiveness. The use of the sanctions ladder is essential. Sanctions will be used to teach the child that there are consequences to making the wrong choices.

Classroom Consequences Overview

C1 – Consequence 1

C2 – Consequence 2

- Classroom led – teachers' professional judgement / classroom behaviour management strategies

C3 – Consequence 3

- Removed / Pastoral pick up detention. Log on SIMS for immediate after school detention.

Classroom Consequences

SIMS

C1 / C2 categories – classroom based interventions

- Lack of engagement
- Classwork / homework not completed
- Low-level disruption

C3 categories – Pastoral staff pick up

- Truancy
- Racist incident
- Homophobic / transphobic incident
- Persistent disruptive behaviour
- Verbal abuse to student
- Verbal abuse to staff
- Aggression towards student
- Aggression towards staff
- Damage to property
- Removed from a lesson

These sanctions will be applied fairly and consistently and take into account the severity of the offence. Students who are persistent in being non-compliant and disruptive will be subject to a higher order sanction.

Should a child be involved in an act considered to be gross misconduct then they may be subject to an immediate sanction commensurate with the offence.

Return to Learn

The Return to Learn room supports the school's pastoral system by providing a placement for students who have continued to disrupt the learning of others. Placement in the unit is for a fixed period of time. The duration of the placement will be reviewed by the Assistant Headteacher.

During their time in Return to Learn, students are given appropriate work to complete or a literacy intervention. While in Return to Learn a student's behaviour will be monitored and should they continue to disrupt Return to Learn, a further sanction may be applied. The student who reaches this point may well have disrupted not only a lesson but also the sanction area; the further sanction may reflect this.

Detentions

There are various stages that a member of staff must follow when dealing with difficulties with a student within the classroom.

Verbal warning(s)	Subject Teacher
In-class sanctions	Subject Teacher
5 - 15minute detentions	15 min max. after school
Pastoral Pick-ups	15 min after school

Attendance at a detention does not automatically mean the detention has been served successfully and this judgement will be reserved for the member of staff supervising the detention.

Rewards and Recognition – an opportunity to reward students for their achievements.

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise students and are encouraged to use verbal feedback to reward positive behaviours. In addition, all staff use 'positive achievement points' to recognise when students display behaviour in line with the School Values.
- **Faculty/Year Team** – Students will be identified weekly to receive recognition postcards for Positivity, Ambition, Resilience and Thoughtfulness.
- **Senior Leadership Team** – Students will be invited to meet weekly with the Headteacher to recognise their achievements.

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour. The system utilises a range of different rewards, such as:

- Classroom level – verbal praise, positive praise, and phone calls home.
- Faculty/Year Team – letters, certificates, phone calls home, positive achievement points linked to the school values.
- Senior Leadership Team – Rewards Fridays, Headteacher's certificate.

Character

The curriculum at BPS is designed to equip students to possess a wide set of skills and attributes to enable them to succeed in modern life. Students in Key Stage 3 participate in fortnightly Character lessons where they follow a bespoke curriculum which focusses on respect, kindness and tolerance. Students are encouraged to practise these skills with staff and each other.

Student Support Systems

The pastoral system of support is to enable our students to achieve as much as possible. The role of the Form Tutor is key as they will be students' main point of contact. The pastoral system makes use of a Pastoral Leader/Year 7 Pastoral Leader and five non-teaching Year Leaders/Year 7 Assistant Pastoral Leader. Students may access this support within the Student Services Centre on A Floor, along with other services such as First Aid and Enrichment.

The Birkenhead Park School also has a dedicated attendance team which includes an Education Welfare Officer.

There are further levels of support from the school Safeguarding Officer, the school Nurse and external agencies as required.

Year 7 students are supported through transition by the Year 7 team and the use of the Year 7 Base.

An Assistant Headteacher is also the SENCO and ensures that the SEN provision is fully integrated into school life. This Assistant Headteacher leads and manages the pastoral, attendance, safeguarding and SEN teams to provide high quality, integrated and student centred support.

The Return to Learn room is used for students who need additional pastoral support to manage school expectations during the day.

5 Stage Behaviour System

Any behavioural issues are supported by a 5 stage behaviour system which integrates pastoral interventions, SEN 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 SEN or potential SEN, or if a child is Looked After. Cases are reviewed regularly by the Assistant Headteacher/SENCO and the Pastoral Leaders. Each stage meeting will generate a pastoral support plan and agreed targets.

Stage 1 – School-based assessment phase

Stage 2 – Additional school-based assessments

Stage 3 – Specialist and targeted support phase

Stage 4 – Request for Managed Move – pastoral review as risk of permanent exclusion

Stage 5 – Permanent Exclusion

Partnership with families and other agencies

The Birkenhead Park School seeks to work with parents at every opportunity to improve the life chances and development of its students. We require an up to date and accurate set of contact details. Any changes in a student's circumstances should be communicated to the school as quickly as possible.

Contact with external bodies such as the Education Welfare Officer, Social Care etc. will take place as required and parents will be involved in discussions should this be required. The Birkenhead Park School staff will maintain records of such contacts.

Exclusions and Permanent Exclusions

Exclusion is the school's most serious sanction, and the decision to exclude a child from school will only be taken after an in depth consideration of the facts. The legalities of school exclusions can be found online at:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

When considering an exclusion the school will take into account the nature of offence and the duration of the exclusion will reflect this. The process may be modified if there is SEN or potential SEN, or if a child is Looked After.

When a student is excluded from school, the school will make all reasonable attempts to contact parents on the day of the offence, outlining the issues and the reasons for the school's response. Following a fixed term exclusion, a parent will be expected to attend a reintegration interview.

The reasons for exclusions are varied, however they will fall into one of two categories:

- Non-compliance: this may be a series of cumulative offences.
- Gross misconduct: this will likely be a single serious incident.

Examples of the reasons why a student may be excluded:

- Persistent bullying including verbal, physical or cyber bullying.
- Damage to school property – arson, graffiti, vandalism.
- Drug or alcohol related issue – alcohol or drug abuse, smoking, possession of illegal drugs, drug dealing, inappropriate use of prescribed drugs.
- Persistent disruptive behaviour which includes challenging behaviour, non-compliance with school rules and expectations, and which disturbs the learning of other students.
- Aggression, threatening behaviour and physical assault towards peers.
- Aggression, threatening behaviour and physical assault towards staff.
- Carrying an offensive weapon in school.
- Racist abuse – derogatory racist statements, racist bullying, racist harassment, swearing that can be attributed to racist characteristics.
- Homophobic/transphobic abuse - derogatory homophobic/transphobic statements, homophobic/transphobic bullying, homophobic/transphobic harassment, swearing that can be attributed to homophobic/transphobic characteristics.

- Sexual misconduct – lewd behaviour including use of sexualised language, sexual abuse, sexual assault, sexual bullying, sexual harassment.
- Theft – stealing school property, stealing personal property (staff or peer).
- Verbal abuse and intimidation towards peers – swearing, threatening violence, verbal intimidation.
- Making malicious, unfounded allegations against an individual (staff or student).

Please note that this list is neither exhaustive nor exclusive and is only intended to illustrate examples of reasons for exclusion.

Permanent exclusions are very rare and the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or “one-off” offence. The Headteacher decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Some over-the-counter non-prescription drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the school Nurse.

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication and this should be lodged with the school First Aid team.

Bullying and Peer On Peer Abuse

The Birkenhead Park School aims to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an on-going campaign.

Bullying can be verbal or physical, and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- Take it seriously.
- Act as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the Headteacher.
- Provide support and reassurance to the victim.
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- Consider a fixed term exclusion in cases of repeated bullying.

Behaviour outside school

- While students are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Students should respect the people and property in the local community.
- Students are expected to behave in a safe and sensible manner.
- Students who misbehave while travelling to and from the school will be subject to the school's sanctions.
- Students' behaviour outside of school that has an effect upon the education and welfare of students within the school, will also be subject to disciplinary proceedings.

We value our students' experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes The Birkenhead Park School. However on occasions students' behaviour may not be up to standard and as such they will be subject to action from the school. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

Mobile Phones

We recognise that mobile phones can offer security and communication for our students on their journey to and from the school. Students are able to use their mobile phones at appropriate times through the day in designated zones. Students are not permitted to make or receive calls or texts no matter how urgent during lessons. Should a real emergency occur, please contact the school office on 0151 652 1574 - they will ensure the message is passed on to your child.

Confiscation

The Education Act 2006 allows schools and members of staff to confiscate an item of property, if their aim is to maintain an environment conducive to learning and one which safeguards the rights of others to be educated.

Most items that are confiscated will be returned, however should an item of property have little or no value then the school will dispose of such items. The confiscation of items that are dangerous, offensive, and illegal or pose a health and safety risk will be dealt with according to the law and on an individual basis.

Restraint

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.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the Headteacher has authorised to have control or charge of students - this can also include people to whom the Headteacher has given temporary authorisation to have control or charge of students, such as unpaid volunteers (for example parents accompanying students on school-organised visits); and
- does **not** include any students (including those in positions of authority, such as prefects).

The power may be used where the student (including a student from another school) is on the school premises, or is elsewhere under the lawful control or charge of the staff member (for example on a school trip.)