BIRKENHEAD
HIGH SCHOOL ACADEMY

GDST

Behaviour Policy

Approved / reviewed by:	Rebecca Godwin
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Birkenhead High School Academy

ACADEMY BEHAVIOUR POLICY

1 Relational Principles

We all need to feel safe and cared for and enjoy a sense of belonging. School plays a vital part in developing both relationships and the sense of belonging for all children and young people. Schools where children achieve well and enjoy their learning are those where relationships are at the centre of all they do. Teachers and all members of staff are able to create an atmosphere where all feel valued, where the life chances of all children and young people are improved and where children take with them the ability to form meaningful and caring relationships into their adult life.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." *Paul Dix*

At BHSA, our ethos is based around inclusive and compassionate principles which are beneficial to the well-being of all our students. We all wish to belong, to achieve and to contribute to our school, family and community. Student-centred approaches, where their voices are central and where plans utilise their strengths, resources and qualities are integral to success at BHSA. High levels of nurture and empathy, with containment and structure, support students to feel safe. Students need clear boundaries, predictable routines, expectations and regulated responses to behaviour. Underpinning this and everything we do are our core values of respect, forgiveness and kindness: learn without limits.

BHSA is invested in supporting the very best possible relational health between:

- Parent/carer and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end, BHSA is committed to educational practices which Protect, Relate, Regulate and Reflect (see Appendix 1).

Future leaders are being nurtured and encouraged, and the difference one person can make is learnt about and celebrated – being courageous; having a voice; communicating effectively and being an ambassador for your school, family and yourself is promoted. This culture ensures that the pupils at BHSA are respectful, forgiving and kind, and learn without limits - they represent themselves in a way befitting of someone who values the opportunities they have at this school.

BHSA promotes a learning culture where working hard, trying your best and demonstrating our four core values are important; this impacts on the pupils' behaviour in the classroom and in the wider school community. All school staff at BHSA use a consistent attachment based approach where relationships are central. All staff recognise that children communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.

In our school, all children are offered compassion from a caring, supportive adult. All staff will avoid any action which leads to intentional shaming or humiliation of a pupil. Outcomes will never include removing a previously earned reward.

Staff and pupil relationships are positive, open and honest which enables pupils to feel protected, cared for and are more likely to take a learning risk. This mutual respect facilitates engaging and stimulating learning opportunities and encourages outstanding behaviour and conduct. For all behaviours, every child and adult will receive calmness, kindness and compassion to build empathy and esteem for themselves and others.

2 Aims

This policy aims to:

- develop a culture of mutual respect, forgiveness and kindness, embedded in everyday school life, fostered by acceptance, empathy and equity;
- promote self-regulation and strong positive relationships between children and adults in school and at home, ensuring a consistent and fair approach to behaviour management;
- create an environment which encourages and recognises the highest standards of behaviours and attitudes;
- help children have an understanding of their behaviour and learn to manage and be responsible for outcomes;

- outline the expectations and strategies of the school so they are widely known and understood, in order that all responses to positive and negative behaviours are fair, consistent and proportionate;
- define what we consider to be unacceptable behaviour and attitudes, including bullying and discrimination in order to provide a safe environment free from disruption, violence, bullying and any form of harassment or intimidation in order that all pupils can access an outstanding education;
- encourage reflection when poor decisions have been made by a pupil;
- set out the restorative processes participated in by pupils;
- recognise pupils' positive behaviour choices, linked to our core values.

3 Roles & Responsibilities

All staff will:

- meet and greet children in a positive manner
- develop good relationships with pupils to foster a caring, reciprocally respected and honest rapport which promotes excellent behaviour, care and consideration for all members of the school community - we strive to build excellent relationships with pupils and their families
- refer to our core values; model these behaviours, building positive relationships and providing role models for others;
- recognise when values are being exemplified and engage in the whole school values recognition and reward systems
- parents/carers will be informed about the behaviours displayed by their children
- plan and/or support lessons that engage, challenge and meet the needs of all learners
- stay calm when negative behaviours occur; engage in meaningful & proactive restorative conversations to negative situations
- use the language of emotional self-regulation to discuss behaviour with children, encouraging them to self-reflect on how they can learn successfully and the support they need to do so
- record all incidents on school reporting systems as appropriate
- consistent in their expectations and responses to positive and negative behaviours
- communicate effectively with parents/carers about behaviour
- take responsibility for developing their skills in behaviour management so as to deal with incidents with increasing confidence and success (alerting their line manager if more support is needed with this)

<u>Parents/Carers will:</u>

- ensure their child attends regularly, punctually and smartly in accordance with the BHSA School Uniform Policy
- foster good relationships with the school and support the school in the implementation of this policy, offering support to the school in dealing with negative behaviours and preventing repetition
- take responsibility for overseeing their child's personal development, attending meetings arranged by school staff, showing an interest in all that their child does in school and to offer a framework for social and moral education
- try to use good behaviour vocabulary of 'making the right choice'; make children aware of appropriate behaviour in all situations, being aware of the school's policy, values and expectations
- recognise their children need support and guidance to keep emotionally well and to develop positive relationships
- apply our core values themselves as role models for their children (are respectful, forgiving and king and foster a learning without limits culture)

<u>Pupils will:</u>

- endeavour to put in maximum effort and apply themselves to achieve their best in their learning
- follow our core values of respect, forgiveness and kindness: learn without limits and treat others well by following the school rules
- strive to learn from their mistakes, engage in reflection and restorative conversations in order to repair relationships following negative experiences
- follow the instructions of all members of staff without challenge or rudeness
- take pride in their exemplary behaviour, both in and out of school, including when travelling to and from the school and on school trips and educational visits

4 Behaviour Outside School

"Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher)."

DfE (Behaviour and Discipline in Schools Guidance)

In conjunction with DfE guidance, outcomes may apply where a pupil has ignored our values and expectations when representing the school. This means when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil of our school

- Engaging in behaviour that could adversely affect the reputation of the school or its members

If outcomes are deemed necessary, they will be applied in line with the behaviour Policy. It is the Academy's strong belief that for pupils of school age, it is the parent/carer's responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

5 Support & Intervention

Additional programs of support are available to pupils and families, such as individual reward/tracking systems, emotional check ins, peer support, Inclusion Team support, Learning Mentor, Academy School Counsellor, work with work with the 0-19 Team, use of the Integrated Front Door services/Early Help, external agencies (eg. Barnardo's, NSPCC, Adoption in Merseyside, Branch, Action for Children, Koala Northwest, Hatch, MHST - Mental Health Support Team, CAMHS).

(This is not an exhaustive list and further details are described in the following Junior/Senior sub-sections)

6 Restorative Conversations

Pupils are encouraged to talk about significant incidents so that solutions can be found which prevent high emotional reactions. In doing so, we aim to ensure that pupils maintain positive relationships and make good choices about how to deal with a range of situations. In class, teaching and learning approaches maintain reflective strategies so that pupils develop an understanding of how they learn, when they are finding something challenging and what to do when this happens.

Before, during and after a pupil completes a reflection, it is important to repair and restore the staff-pupil relationship if this is necessary. Staff should praise the child's behaviour at the first opportunity to shift attention back to a positive. BHSA promotes a growth mindset approach to learning throughout school, encouraging pupils to embrace mistakes as a learning opportunity, which will support their development.

We will help individual pupils develop an understanding of consequences when actions negatively affect others. Members of staff may confiscate inappropriate items for instance, acting in accordance with the ethos of the school and the guidance from Keeping Children Safe in Education. When discussing behaviours/reactions, we refer to the health and safety and the impact the situation may have had on all involved and nearby.

- Teachers insist on simple routines such as punctual arrival, entry to and movement within the classroom, seating arrangements, basic equipment, listening to others and so on, that are clearly understood by pupils
- Teachers display high expectations for pupil effort and behaviour, attendance and punctuality and appearance
- Lessons have clear objectives and the work expected from students is well suited to their skills and abilities but also challenges them in well-planned and engaging sessions
- Pupils understand what they are expected to do and want to do their best
- Emerging low level behaviours are dealt with swiftly, calmly and confidently to minimise class disruption, and pupils, parents and carers understand why consequences have been applied. Home and school work together in the best interests of all our children in order that they make good behaviour choices.

7A Responding to good behaviour: positive recognition

Rewards should be relational where possible in order to promote and align with our core values. Staff will always, and consistently, praise the behaviour they want to see. Some rewards may be exclusive to some children, depending on their nature; particularly vulnerable children may need to have the incentive adapted to suit their stage of development eg. smaller rewards over a shorter time frame, a visual points or positive award chart, etc. These will be specific to the child and tailored to their needs, with the involvement of other members of staff and parents/carers as appropriate.

There will be some rewards used by staff which provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. In Junior School, some examples of these can be found in the parent/carer information booklet. In Senior School, these can be found in the student planner. In addition to individual rewards/recognition, we encourage student leadership across the academy (such as our 'house' system in Junior School; our Prefect system in Senior School. Both Juniors and Seniors have representatives on the student council.) This promotes responsibility and aspirations to lead; these pupils represent and model impeccable behaviour and demonstrate explicitly how all pupils should behave. Involvement in wider school initiatives such as these, also encourages a whole school culture of celebrating inclusion, diversity and a sense of belonging. Students will have a positive experience of school.

7B Responding to negative behaviour: responses & natural outcomes

Actions do have consequences; however, children are not always acting out of choice - they are sometimes unconsciously engaging in survival behaviours. Therefore, caution should be used with the word 'choice'.

A 'connection before correction' approach is used, so the priority is always on repairing the relationship and establishing emotional safety. Using any sanction is effective only if children are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state. Outcomes should only be applied when the pupil is regulated and able to reflect upon their behaviour. Staff avoid any action which leads to shaming or humiliation of a pupil. Staff, in the vast majority of situations, will deal with behaviour without delegating.

The developmental age and specific needs of the pupil will be considered when deciding appropriate outcomes, as will the child's physical and emotional state at the time. A 'one size fits all' approach is not necessarily appropriate to all pupils and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below. **It is still important that pupils are supported to understand that inappropriate behaviour has outcomes.**

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account. Where appropriate consequences are required, staff make reference to the behaviour escalation steps specific to students' age and stage.

Members of the Leadership Team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners and their families.
Leaders will:

- meet and greet pupils regularly on the door in the mornings
- be a visible presence around the school to encourage appropriate behaviours and relationships, especially at transition times
- meet regularly as a Leadership Team to discuss pupil behaviour, attendance, punctuality, appearance and health and well-being matters
- support staff, when needed, in returning learners to learning by sitting in restorative meetings and supporting staff in conversations
- encourage use of positive communication home
- work with class teachers and the Pastoral staff, Inclusion Team and SENDCO to ensure swift support for pupils as necessary
- support staff in managing "one off" incidents as they arise swiftly, or with learners displaying more complex negative behaviours
- liaise with parents/carers to ensure pupils displaying negative behaviours are fully supported and swift improvements in behaviour is seen
- develop good relationships with pupils to provide a role model and encourage excellent behaviour and consideration for other members of the school community
- use data to assess school wide behaviour practice, advising on specific issues as necessary

Below are examples of sanctions that may be used:

- temporary reseating to a different location within the classroom or using the good neighbour system
- temporary removal from the classroom (be it for part, a whole or a number of lessons)
- In senior school detention during enrichment time or after school
- report/monitoring cards

The Academy has a legal right to detain students after school. Although no longer legally required, we believe giving

parents/carers at least a day's notice remains good practice. Legally, parents/carers do not need to give their consent and do not have the right to withdraw their child from after school detentions. A member of the SLT/PL or senior teacher will run these detentions.

WHOLE SCHOOL Statutory Information

9 Searching & confiscation

Staff, authorised by the Principal/Head of Junior School, have the power to search a student or their possessions, without consent, where there are reasonable grounds for suspecting that a student is in possession of any of the prohibited items listed below. If a search is thought necessary, this is always carried out by two members of staff. If any of these items are found it will be confiscated and parents/carers contacted. In serious circumstances, the police and/or social care will be informed.

- knives or weapons
- alcohol
- illegal or legal drugs
- stolen items
- tobacco and cigarette papers, lighters/matches, e-cigarettes/vapes
- fireworks
- pornographic images

Any item banned by school rules, such as make-up, jewellery, non-uniform items (smartphones/smartwatches in Junior School) or any article that the member of staff reasonably suspects has been, or is likely to be used to:

- commit an offence
- cause injury or damage

Use of Reasonable Force

All Academy staff are permitted to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property. Some key members of staff have been trained in the correct guidance with regards to positive handling. Staff are only expected to use reasonable force in exceptional circumstances where not to do so would place any pupil at risk of significant harm.

Parents must be informed of an incident - see 'Restrictive Interventions, including Reasonable Force in Schools' document (DfE)

10 Serious Offences

BHSA acknowledges that children and young people do make mistakes. However the actions of the pupil can have a major impact on the learning of others and have an impact on the staff's commitment to maintaining good order within the school. Pupils may, therefore, face consequences in line with the nature of the offence.

Serious offences may include:

- Theft
- Vandalism
- Premeditated or disproportionate violence towards another
- Behaviour that endangers the safety of others
- Bullying
- Foul and abusive language directed at staff or fellow students
- Persistent repetition of minor misbehaviour over a concerted period of time and failure to respond to interventions
- Smoking or vaping (including being in possession of vapes) on the school site
- Persistently disrupting the learning of others
- Challenging the authority of the school
- Acting in a manner which causes damage to the Academy and its students' reputation
- Possession of a weapon (permanent exclusion)
- Possession, supply or use of an illegal substance (permanent exclusion) or possession of drugs paraphernalia (permanent exclusion) – see Drugs policy

<u>The process following the reporting of a serious offence:</u>

- Gathering of evidence: statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by Principal/Head of Junior School
- A course of action is recommended and discussed with the Principal/Head of Juniors.
- Final decision made by the Principal.

The penalties for committing a serious offence:

Internal suspension from lessons for a temporary period -

- Meet with Principal/SLT member/Head of Juniors/JLT at 8.30am
- Students will work away from other students in a designated space for the agreed period of time.
- Students are expected to work in silence, completing all work set
- Students will be escorted to break/lunch and brought back to eat in isolation
- Inappropriate behaviour whilst on internal exclusion may result in further time on internal suspension or external fixed-term suspension or permanent exclusion

The length of time the student spends internally suspended will depend on the severity of the behaviour and their behavioural history.

11 Fixed Term Suspensions

In exceptional circumstances, when the behaviour of individual pupils places others at risk of harm, then fixed term suspension procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils. Parents will always be informed at the earliest opportunity and a meeting, email or telephone arranged to discuss the reasons for fixed term suspension and positive steps forward at the beginning of the fixed term and before the child returns to school at a reintegration meeting. Fixed term suspension is always a very last resort. School has the legal right to direct a child to Alternative provision if they feel it will support their emotional needs and prevent exclusion.

- The decision to suspend a student for a fixed period of time is taken by the Principal/Head of Junior School following a serious offence or persistent misbehaviour
- The length of the fixed term suspension will depend on the severity of the offence and the student's behavioural history
- The Academy will provide appropriate work for the student during the period of exclusion. The work should be returned and will be marked by the relevant staff.
- All students suspended for a fixed term will be re-admitted only following a reintegration meeting between the parent/carer and the Principal/Head of Juniors. The process for this is shown in the table below:

Suspension Number	Member of Staff	Possible Interventions
1	Principal/Head of Junior School	Mentoring/Reports/Curriculum or out-of-lesson changes possible Behaviour contract/Restorative Justice procedures
2	Principal/Head of Junior School	As above plus alternative provision consideration/Governor mentoring/Behaviour contract/ Restorative Justice procedures
3	Principal/Board of Governors	As above plus Behaviour Contract/Managed Move

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining safeguarding procedures as well as high standards of behaviour and discipline within the Academy. We feel that it is important to uphold the principles of natural justice:

i) the right to present a case (the defence)
ii) the right to be represented
iii) the right of appeal

- Parents/carers are phoned and informed of the decision
- Information provided to LA to enable early intervention with family
- Letter home within 24 hours giving parents/carers the opportunity to discuss
- Permanent Exclusion Report compiled. Copies to parents/carers, Chair of Disciplinary Hearing Committee, Local Authority (to support potential re-provision of education) and Governor representatives.
- Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Local Authority and Governor representatives, student, Parents/carers (and parent representative if requested), and relevant Academy staff.
- The Governing Body makes a decision to uphold or reinstate the permanent exclusion.
- Parents/carers given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Appeal
- The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents/carers and the Local Authority.

12 Parental Concerns

If a parent/carer is not satisfied with the outcome applied to their child, in the first instance, they should contact the school via the school office email. An acknowledgement will be given and your query will be responded to within 48 hours. If this is not successful, the next step would be to arrange an appointment with:

- In juniors: the phase leader/key stage lead or Deputy Head. If the matter is not resolved, the matter can be escalated to the Head of Juniors.
- In Seniors: the progress leader/head of faculty or member of the senior leadership team. If the matter is not resolved,

the matter can be escalated to the Principal.

If, after this process, parents are still not satisfied, then they should refer to the school's complaints policy which can be found on the school website. Parents/carers who wish to appeal a fixed term suspension or permanent exclusion should do so in writing to the Chair of Governors.

13 Monitoring, Evaluation & Review

This policy will be promoted and published throughout the Academy. It will be reviewed annually to reflect student/staff/parental voice and to evaluate the effectiveness of the system by the Local Governing Body and the SLT.
Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows, these will be published at relevant meetings of the Local Governing Body:

- Number of Permanent Exclusions
- Number of Fixed-Term Suspensions
- Number of Internal Suspensions
- Number of After School Detentions issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires

14 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Anti Bullying policy
- Uniform policy
- Mobile phone policy
- SEND and Inclusion policy
- Drugs policy
- Trauma Informed Practice Guidance, 2023

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff, 2024
- Searching, screening and confiscation at school, 2022
- The Equality Act, 2010
- Keeping Children Safe in Education
- Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement Statutory Guidance 2026
- Restrictive Interventions, including Reasonable Force in Schools' 2026
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act, 2002, which outlines a school's duty to safeguard & promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act, 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

May 2026

APPENDICES

Appendix 1

Protect

- 'Safety cues' integrated into all aspects of the school day, including 'meet and greet' at the classroom door etc.
- Staff understand 'PACE' modes of interaction (Hughes 2015): being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive.
- A whole school commitment to being aware of staff tone of voice, never using 'put downs', criticism or (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis such as: 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about their life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have access to at least one named, emotionally available adult, and know when and where to find that adult.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe (using Zones of Regulation).
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Supporting parents and staff to be able to have empathetic conversations with vulnerable children who want to talk about their lives.
- PSHE (Personal, Social and Health Education) to include an understanding of mental health awareness, relationships, emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children reflect on experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour policy which reflects a trauma informed relational approach with a focus on repairing and restoring relationships.