



## **BIRKENHEAD HIGH SCHOOL ACADEMY**

### **BEHAVIOUR AND EXCLUSIONS POLICY**

Updated March 2024

#### **Background**

'Schools where people's achievements are celebrated, however small, encourage pupils to be self-motivated and disciplined.' Rogers & Hallam (Institute of Education MEN 2008).

In research by Liverpool Chief Educational Psychologist Jeremy Swinson, it was found that when praise immediately reinforced what the students were doing well, the number of those concentrating and conforming rose significantly.

#### **Principles**

As part of the wider community, BHSA is responsible for educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. It is therefore important that students have high self-esteem and confidence reflected through the best education. BHSA provides stimulating, exciting learning in a calm, orderly environment and therefore students are expected to act in a responsible and respectful manner at all times.

Students learn about social responsibility, justice and their own importance in creating the positive climate that we all desire. We expect 100% attendance at BHSA and work with students and their families to ensure attendance is not a barrier to their learning and progress.

#### **Aims**

The aims of this policy are:

- To create an environment which encourages and reinforces the highest standards of behaviour
- To promote self-discipline and positive relationships
- To ensure that the expectations and strategies of the school are widely known and understood
- To ensure all responses to positive and negative behaviour are fair, consistent and proportionate
- To ensure early intervention to remove barriers to learning
- To encourage the involvement of both the home and the school in the implementation of this policy
- To use restorative justice procedures so students understand how to move forward
- To ensure that classroom management techniques and the use of sanctions and rewards are monitored and used effectively
- To provide a safe environment free from disruption, violence, bullying and any form of harassment or intimidation

We do this through our pastoral system and through the ethos which runs through lessons, creating a strong team and community identity within the Academy. These reflect and deliver our commitment to respect, know, value and support every student to achieve.

## **Behaviour Practice**

The practice and procedures that manage student behaviour at the Academy are underpinned by the following:

- The Academy recognises and rewards good behaviour and responsible citizenship
- The Academy promotes good behaviour, manners, courtesy and respect from all members of the community
- Staff act in loco parentis and are role models for appropriate behaviour
- The Academy encourages positive relationships between all members of the community
- All members of the school community have the right to be free from harassment, abuse or bullying
- All members of the community have the right to be shown respect
- All students have the right to learn, free from the disruption of others
- All teachers have the right to teach, free from the disruption of others
- All students are given appropriate advice, support and counselling to help them change their underlying behaviour or develop strategies to deal with specific problems
- The Student Council is consulted on ways to maintain and improve good behaviour and positive relationships

## **Creating our Environment: Expectations**

The Academy aims to maintain discipline in accordance with Department for Education guidelines:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections act 2006)
- This also applies to all paid staff with responsibility for students
- Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Staff can also discipline students for misbehaviour outside of the school premises
- Staff have a specific legal power to impose detentions outside of school hours

## **BHSA also expects that:**

- 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 students
- Teachers display high expectations for student 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
- Students understand what they are expected to do and want to do their best

- Good behaviour is publicly recognised and rewarded
- Emerging misbehaviour is dealt with swiftly, calmly and confidently to minimise class disruption, and students understand why sanctions are being applied

## **Roles and responsibilities**

### Classroom Teacher

- To ensure high standards of student behaviour and appearance in lessons and within the wider school community are maintained
- To provide a role model for students to encourage respect and consideration for other people and pride in their appearance
- To encourage behaviour for learning in the classroom
- To encourage 100% attendance
- To intervene promptly to challenge unexplained absence and misbehaviour
- To liaise with Form Tutors regarding student behaviour in lesson time
- To log behaviour on SIMS/CPOMS as necessary
- To reward effort, personal achievement and good behaviour via the rewards system
- To be consistent in their expectations and responses to misbehaviour
- To monitor the attendance, work and behaviour of students and pass comments to parents/carers form tutors
- To take responsibility for developing their skills in managing behaviour so as to deal with incidents with increasing confidence and success
- To demonstrate ownership of this policy and apply it consistently, feeding back ideas for improvement to their line managers, when appropriate

### Form Tutor

- To monitor student attendance and punctuality to registration through SIMS daily/weekly
- To monitor and challenge where necessary standards of dress as per BHSA's Uniform Policy
- To ensure the removal of make-up, nail varnish and banned jewellery
- To work with students regarding improvement in behaviour, attendance, punctuality and appearance
- To record and monitor behaviour in SIMS/CPOMS
- To attend meetings with Progress Leaders and parents/carers where necessary
- To develop good relationships with students to provide a role model and encourage excellent behaviour, care and consideration for other members of the school community
- To praise and encourage effort and achievement across all subjects and enrichment activities through the rewards system.
- Monitor the PRAISE and sanction system for form group

### Progress Leader

- To meet regularly with the Vice Principal or lead SLT to discuss student behaviour, attendance, punctuality, appearance and health and well-being matters
- To liaise regularly with Form Tutors to ensure an overview of the year group and drive forward form time activities/assembly themes
- To liaise with the Inclusion Team to ensure swift support for students as necessary

- To ensure an overview of the attainment progress of their year group, advising on pastoral support or intervention as necessary
- To meet with students referred by Form Tutors and put strategies in place for improvement in behaviour, attendance, punctuality or appearance such as a weekly report card
- To deal with “one off” incidents as they arise or refer to SLT for swift attention
- To liaise with parents/carers to ensure swift improvements in behaviour, attendance, punctuality and appearance
- To develop good relationships with students to provide a role model and encourage excellent behaviour and consideration for other members of the school community
- Monitor the PRAISE and sanction system for the year group
- To praise and encourage individual effort and achievement through the rewards system, year assemblies, merit award ceremonies and the Prize Giving ceremony

#### Senior Leadership Team (SLT)

- To liaise with Progress Leaders to gain an overview of each year group
- To liaise with Progress Leaders, subject staff and parents/carers to ensure excellent student behaviour, attendance, punctuality and appearance
- To liaise with outside agencies for support and intervention as necessary
- To praise and encourage individual effort and achievement

#### Parents/Carers must:

- ensure their daughter/ward attends regularly, punctually and in accordance with the Academy’s dress code
- offer support to the Academy in dealing with misbehaviour and preventing repetition
- monitor their daughter/ward’s work and behaviour, passing comments to their daughter/ward’s Form Tutor (PRAISE points and sanctions are communicated with parents)
- reward personal achievement and good behaviour
- take responsibility for overseeing their daughter/ward’s personal development and attend consultation meetings arranged by the Academy

#### Students must:

- put in maximum effort and push themselves to achieve their best in their learning
- behave well and treat others well
- follow staff instructions, without challenge or rudeness
- comply with all school rules, including instructions about access to parts of site before 8:20 am
- arrive in school and at lessons on time
- bring basic equipment to every lesson
- wear the full uniform in accordance with the Academy’s uniform expectations, including when travelling to and from the Academy

## **Intervention and Support**

The Academy will utilise a wide range of appropriate support and intervention plans to support the needs of the individual. These may be linked to behaviour or attendance. This support is offered through our pastoral system, curriculum areas and through specific intervention strategies. Parents/carers will be kept fully informed of any additional support provided to their children.

Examples of such interventions are:

- Support from the Progress Leader/SLT
- Support from the Inclusion Team
- Reports – Form Tutor/Classroom teacher, Progress Leader, subject teacher, Senior Leadership Team
- Personalised timetable
- Curriculum changes
- Work in the Inclusion Team base
- Work with Health Services in Schools
- Pupil Centred Plans and Educational Healthcare Plans
- Referral to Integrated Front Door (SLT, Inclusion team Lead, PLs)
- External provision (eg. Hospitals' School, Home Education Service)

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive and all interventions will be designed to support the individual.

In addition external support will be sourced from a range of sources, again dependent on the need of the individual. Examples of external support are:

- CAMHS – Child and Adolescent Mental Health Services
- Career Connect
- Police
- Social Care
- Orrett's Meadow Support
- Pupil Referral Service
- Pressure Point
- Counselling Services
- GP

## **Rewards and Recognition**

Rewards provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. At BHSA we use the following rewards (also shown in Appendix 2):

- verbal praise
- written comment e.g. on work or in student planner
- reward stickers
- display of work

- telephone call, card or letter sent to parents/carers
- public commendation e.g. in assembly or at the annual Prize Giving ceremony
- awarding of certificate e.g. in a year assembly
- additional responsibility/authority
- Praise points

### **Child on Child Abuse**

We believe that all students at BHSa are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the Academy to ensure that this takes place.

Child on Child Abuse can include:

● Verbal	name-calling, sarcasm, spreading rumours, teasing, intimidating
● Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
● Physical	pushing, kicking, hitting, punching or any use of violence
● Racist	racial taunts, graffiti, gestures
● Sexual	unwanted physical contact or sexually abusive comments
● Homophobic	directed or undirected homophobic taunts or references
● Cyber	All areas of the internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

Students who are found to be abusing other students will be dealt with in accordance with the severity of each individual case. All incidents will be centrally recorded on CPOMS. Students who persist will be dealt with as outlined within this policy (serious offences).

### **Sanctions and Consequences**

To ensure students meet our expectations in classrooms staff use our consequence ladder which provides a consistent approach to dealing with unacceptable behaviour. This is shown as Appendix I.

Sanctions provide public recognition that certain behaviour is unacceptable, and help students to develop a sense of right and wrong. They should be applied consistently to reinforce our high expectations. Below are examples of sanctions used by the Academy:

- temporary reseating to a different location within the classroom or using the good neighbour system
- repeating work of an unacceptable standard
- temporary removal from the classroom (be it for part, a whole or a number of lessons)
- loss of break or lunchtime through detention
- detention after school
- meeting between Form Tutor, Progress Leader, Head of Department, Head of Faculty or member of SLT and parents/carers
- Progress Leader or departmental report
- engaging parental sanctions through parental contact or meeting
- community service within the school eg. Supporting peers, assisting with lunchtime clearing up duties, assisting staff in departmental activities.

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.** BHSA holds its after-school detentions every afternoon from 3.35 - 4.30pm. A member of the SLT/PL or senior teacher will run these detentions.

**Should a student fail to show up at their after school detention, two subsequent lunch times will be spent in isolation as a consequence.**

The Academy has been allocated a Safer Schools Constable-Claire Walker. Claire Walker will conduct restorative conversations with any student who has involved herself in any behaviour which the Academy deems to be a concern. The Safer Schools remit is to prevent any undesirable behaviour outside of the school environment.

Internal truancy

If a student either leaves their lesson for an unauthorised reason or makes the decision to not attend their timetabled lesson, staff will issue B3 from the behaviour ladder and students will make up the learning lost in the after school detention.

### **Behaviour outside of school**

The Academy also has high expectations of student behaviour in other spaces outside the classroom for example: corridors, dining areas, PE areas and play areas. These expectations include the behaviour of students travelling to and from school. Staff have a statutory power to discipline students for misbehaving outside of the school premises.

We define outside of school as:

- Taking part in any school organised or school related activity
- Travelling to or from school
- When wearing school uniform
- In some other way identifiable as a student at the school

- Misbehaviour that could have repercussions for the orderly running of the school
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the school

## **Searching and Confiscation**

Female staff, authorised by the Principal, have the power to search a student with a witness present, where there are reasonable grounds for suspecting that a student is in possession of a prohibited item. If any item is confiscated then parents/carers will be contacted. In serious circumstances, the Police and/or Social Care will be informed.

Teachers have the right to confiscate a student's property if it is a prohibited item. Items which are prohibited in school and can be searched for and confiscated are:

- make-up, more jewellery than is allowed in the Uniform policy, items of clothing which are not school uniform
- knives or weapons (including items brought in to school to act as a weapon), alcohol, illegal drugs and/or associated paraphernalia and stolen items
- tobacco and cigarette papers, cigarettes, lighters and matches, e-cigarettes/vapes, fireworks and pornographic images; and
- 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 another person, or damage property.

Mobile phones are not allowed to be used by Y7-10. Phones must be handed in at morning registration; they will be locked away and returned at afternoon registration. They must remain switched off and not be used in the final lesson. If a student is found using one (or charging it) without permission it will be confiscated and the following will apply:

- The student will be given an after school detention
- The phone will be given back to the student at the end of the day by a member of SLT

## **Physical Intervention**

### Physical Intervention

The most current legislation and guidance from the Department for Education (DfE) will be applied to physical intervention.

The details included in DfE documents will be regarded as the guidelines for Birkenhead High School Academy. Key aspects are detailed below.

The DfE guidelines – 'The use of force to control or restrain pupils' (July 2013) states 'reasonable force' can be used when a student is:

- Committing a criminal offence
- Causing injury to themselves or others
- Damaging property
- Putting the school community at risk



## **Definition of Terms:**

Handling – refers to any physical intervention applied by a member of staff where it is necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety.

Handling strategies may be restrictive or nonrestrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention. Restraint - is the positive application of force in order to actively prevent a child from causing significant injury\* to him/herself or others or seriously damaging property.

\*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and selfpoisoning. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

## Implementation of Physical Intervention:

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

**No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.**

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place. In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving. Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear. **The method of physical intervention employed must use the minimum reasonable force for the minimum length of time**

**The Principal will be informed immediately if a physical intervention has taken place.**

## **Use of CCTV footage**

The Academy uses CCTV footage to protect against crime and to protect students, staff and members of the public when they are on school premises. Misbehaviour by students such as vandalism or bullying behaviour, or if an investigation into any matter requires further clarity, the SLT may look at recordings from the CCTVs to ascertain what happened. Any evidence found on CCTV footage will be referred to when SLT are assessing whether or not a student should be excluded from school, internally or for a fixed period/permanent exclusion. In the case of a permanent exclusion, this footage will be made

available to Governors, the LA and any Independent Review Panel. Please refer to the BHSA CCTV Policy for further information.

## **Serious Offences**

The Academy acknowledges that young people do make mistakes. However the actions of the student 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 Academy. Students may, therefore, face consequences in line with the nature of the offence.

Serious offences include:

- Theft
- Vandalism
- Premeditated or disproportionate violence towards another
- Behaviour that endangers the safety of others
- Persistent peer on peer abuse/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 on the school site, or to and from school
- Failure to attend SLT detention
- Persistently disrupting the learning of others
- Intimidating others
- Challenging the authority of the school
- Acting in a manner which causes damage to the Academy and its students' reputation, including truanting
- Possession of a weapon (permanent exclusion)
- Possession, supply or use of a banned substance (permanent exclusion) or in possession of drugs paraphernalia (permanent exclusion)

The process following the reporting of a serious offence:

- 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 the Progress Leader or member of the SLT as appropriate.
- A course of action is recommended and discussed with the Principal.
- Final decision made by the Principal.

## **Exclusions**

The Academy follows the guidelines in the DfE legislation: Education and Inspections act 2006 and the statutory document: Exclusion from maintained schools, academies and pupil referral units in England 2012.

The penalties for committing a serious offence may include one or more of the following:

Internal exclusion from lessons for a temporary period:

- Students will work away from other students and outside the Principal's/Vice Principal's office from 8.35am until 3.35pm
- 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 exclusion or external fixed-term or permanent exclusion
- The length of time the student spends internally excluded will depend on the severity of the behaviour and their behavioural history.

### Fixed-Term Exclusion

- The decision to exclude a student for a fixed period of time is taken by the Principal following a serious offence or persistent misbehaviour
- The length of the exclusion 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 excluded for a fixed term will be re-admitted only following a meeting between the parent/carer and the Principal/Vice Principal. The process for this is shown in the table below:

Exclusion Number	Member of Staff	Possible Interventions
1	Assistant Vice Principal/Vice Principal	Mentoring/Reports/Curriculum or out-of-lesson changes/Restorative Justice procedures
2	Vice Principal/Principal	As above plus Behaviour contract/Curriculum changes/ Restorative Justice procedures
3	Principal/Governor Behaviour Panel	As above plus alternative provision consideration/Governor Report/Behaviour contract/ Restorative Justice procedures
4	Board of Governors	As above plus Governor Report /Managed Move

### Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining 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, Governor representatives, student, parents/carers (and parent representative if requested), and relevant Academy staff. The Local Authority may also be invited to attend.
- 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.

### **Complaints and Appeals**

If a parent/carer is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Principal.

Parents/carers whose concerns are unresolved have recourse to the Academy's formal complaints procedure (see website). Parents/carers who wish to appeal a fixed term or permanent exclusion should do so in writing to the Chair of Governors.

### **Monitoring, Evaluation and 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:

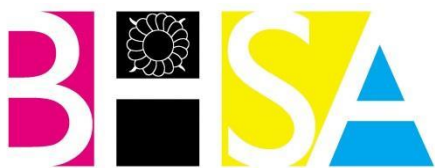
- Number of Permanent Exclusions
- Number of Fixed-Term Exclusions
- Number of Internal Exclusions
- Number of After School Detentions issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires

## Appendix I: Behaviour Consequences

SANCTION	BEHAVIOUR	ACTION
B4	<ul style="list-style-type: none"> <li>● Persistent defiance and disruptive behaviour</li> <li>● Serious bullying</li> <li>● Vandalism</li> <li>● Persistent truanting</li> <li>● Bringing prohibited items into school</li> <li>● Fighting</li> </ul>	<ul style="list-style-type: none"> <li>● SLT involvement</li> <li>● Internal / external exclusion</li> </ul>
B3	<ul style="list-style-type: none"> <li>● Poor behaviour continues - repetition of level 1&amp;2</li> <li>● Bullying</li> <li>● Use of phone</li> <li>● Truanting</li> </ul>	<ul style="list-style-type: none"> <li>● Next day after school detention</li> <li>● Parents informed by PL or HOD/F</li> <li>● On report to either PL or HOD/F</li> </ul>
B2	<ul style="list-style-type: none"> <li>● Ignoring level 1 warning and continuation of poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Detention at break/lunch With HOD/class teacher to discuss impact of your behaviour</li> <li>● Good neighbour system</li> </ul>
B1	<ul style="list-style-type: none"> <li>● Disruptive behaviour including persistent talking or shouting out</li> <li>● Incorrect equipment / uniform</li> <li>● Missing homework</li> <li>● Late</li> <li>● Defiance or rudeness</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal warning</li> <li>● Teacher may also choose to move student</li> <li>● Behaviour mark on SIMs</li> </ul>

**\*\* This is NOT an exhaustive list; staff at BHSA will use their professional judgement at all times in defining the severity of the offence.**

## Appendix 2: Rewards and Recognition System



AT BHS A we expect students to display excellent Behaviour **For Learning** by:

- ✓ **Respecting** others
- ✓ Being ready to learn – bringing the **correct equipment** and **dressing in the correct uniform**
- ✓ **Following instructions** given by all members of staff
- ✓ **Trying their best** and **taking pride in their work and our environment**
- ✓ **For Y7-11 positive rewards marks (Praise points)** are given by staff to students following the guidelines above and for much more. These will be recorded by teachers on Sims, generating an email to parent/carer. Lapel badges are given to students on reaching threshold numbers.

Now known as **Praise points**

Can be given in lesson, form time, outside of school communications etc...

- **Progress** (attainment)
  - **Respect** (for others)
  - **Active** (involvement in class discussion)
  - **Integrity** (doing the right thing / behaviour)
  - **Support** (for others)
  - **Effort** (in lesson / homework)
- 
- ✓ **Each half term** the number of rewards collected will be counted – the top 10
  - ✓ Students in each year group will lead the lunch queue on the last day of the half term. Interim reward activities are decided upon by the progress leaders.
  - ✓ **End of Year Awards:** the rewards will be totalled at the end of the year and a reward activity or trip will be available
  - ✓ Certificates are also awarded at the end of the year for a range of different achievements.

*Reviewed and updated March 2024*