

# Birkdale High School



Birkdale  
High School

Aspire - Thrive - Succeed

## Behaviour Policy

October 2021 – September 2022



## **Birkdale High School** **Behaviour Policy**

*Date of Policy:* October 2021  
*Members of staff responsible:* Assistant Headteacher  
*Review date:* September 2022

### **Principles**

The school's policy is based on the premise that good behaviour is essential to learning and that all stakeholders are committed to working together to ensure that the school provides an orderly environment to ensure effective learning. Birkdale High School will provide a safe, secure and caring environment for all pupils and staff. We aim to produce a calm and purposeful atmosphere where mutual respect is universal and where all pupils and staff are appreciated as different and valuable individuals. Staff in school have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. Likewise, all positive contributions are recognised, celebrated and rewarded. There is a clear commitment to high standards and the equal worth and success of every learner.

### **Expectations for impeccable behaviour**

#### **Travelling to and from school**

- Pupils are ambassadors for Birkdale High School and should show high standards of behaviour outside school
- Pupils should exhibit excellent manners at all times, helping people by giving up seats on public transport for elders, holding doors open and using 'please' and 'thank you'
- Pupils should use respectful language when communicating with peers and members of the public and bad language will not be tolerated

***Pupils will be rewarded with House Points for any positive reports given to school***

#### **On entry to the school**

- Pupils should arrive in an orderly way via the pupil entrances from 8.00am onwards
- Upon arrival to school pupils should not congregate at the front of school
- Only in exceptional circumstances should pupils use the front entrance e.g. if they are signing in late due to a dental appointment (*please refer to the Attendance Policy regarding pupils punctuality to school*)
- Pupils will be welcomed by staff and praised where appropriate
- Pupils should follow the pupil Dress Code
- Pupils should turn off their mobile devices before entering the school site. This is to ensure we are an area that thrives on being interactive and free from personal social media. Devices should be turned off and remain out of view for the duration of the school day whilst on school site (***please refer to the Mobile Devices Policy for greater information***)
- Pupils should go straight to their designated yard or to the dining room

- Pupils should show manners and courtesy opening doors for staff, each other and saying please and thank you
- Pupils should walk on the right hand side of the corridor
- Pupils should be present outside their form room by 8.50am at the latest for staff to greet their class and the AM register to be taken. Pupils arriving after this time will be marked as late

### **On Assembly Days**

- Pupils will be taken down to the assembly Hall by their Form Tutor once they have been registered
- The staff member who is leading the assembly will greet them upon entry to the assembly
- Pupils are to enter the Media Hall silently
- Assemblies will address key Personal Development and Spiritual, Moral, Social and Cultural (SMSC) themes, to encourage reflection and thought

***Where assemblies are virtual, pupils are expected to follow the Routines for Learning (as set out later within this policy) The assembly will be presented on the interactive whiteboard by their Form Tutor.***

### **Form Time**

- Pupils need to arrive to their Form Room no later than 8.50am
- The register will be taken promptly to ensure any Form Time activities and/or development tasks can commence swiftly
- Pupils are expected to fully participate in the activities to support their development as individuals and learners
- Pupils will be praised for high standards of uniform, which is checked against the pupil Dress Code
- Pupils' equipment will be monitored to ensure readiness for learning
- Pupils will be praised for excellent punctuality and attendance
- Pupils will be shown the Form Records at least once a week. Conversations will be had with the class and individuals regarding their behaviour, attendance and punctuality record.

<h3><b><u>Routines for Learning</u></b></h3>
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Our Routines for Learning are central to our approach to creating a safe and focused environment conducive to effective learning for all our pupils. In Form Time and lessons a successful Birkdale High School Learner follows the Routines for Learning, as set out below, to maximise their learning opportunities and the opportunities of others. The Routines for Learning are displayed around the school site in every classroom. They are also formally taught and exemplified as well as routinely referred to by all staff in their learning conversations with pupils.

- Arrive to the lesson on time
- Always greet staff using Sir or Miss
- Enter the classroom quietly and sit down
- Have all equipment ready and start the first learning activity
- Talk only when the teacher says we can
- Raise a hand and wait patiently when we have a question
- Read when asked and always follow the text when others are reading
- Present work neatly
- Respond to feedback in detail
- Sit up straight and listen respectfully to others
- Do what is asked first time, every time
- Pack away equipment only when instructed

- Leave the room calmly, ensuring all uniform is correct
- Thank the teacher for the lesson
- Complete all homework on time and to the best of our ability

***School staff will always strive to seek out the positive behaviours that a pupil demonstrates and will recognise these behaviours and their excellent routines for learning by awarding House Points.***

### **Movement around the school site and social time**

There is a staff duty rota before and after school, break times and lunch times. Staff are present to ensure the safety and welfare of pupils. Pupils are also made aware of the part that they play in maintaining a safe environment where all can achieve and flourish.

- Pupils show the same high standards of respect and behaviour to all staff they meet whether inside or outside the classroom
- Before and during breaks pupils should be present on their designated yard or in the dining room
- During lunchtime pupils should be present on their designated yard, dining room or field
- Pupils are only permitted to use the toilets designated for their Year Group
- Pupils attending the dining room are required to line up in an orderly and sensible manner
- Any pupil who wishes to remain in the dining room must be seated and clear up their space when they leave
- Pupils who use the field are not permitted to enter the field for the first 5 minutes of their lunch hour
- Pupils are not permitted to take food wrappers or containers onto the field

### **Educational Visits**

At Birkdale High School pupils will participate in many educational visits ranging from sporting activities to residential visits. Pupils are expected to be ambassadors for the school at all times. Participation in visits is a privilege. Expectations for impeccable behaviour for learning apply to all school activities.

### **On an educational visit**

- Pupils will listen to instructions at all times to ensure the safety of the group
- Pupils will show excellent manners and be polite to staff, their peers and members of the public
- Pupils will abide by the Code of Conduct for the visit
- Pupils will only use mobile phones under instruction from a member of staff e.g. to communicate a later arrival time home to a parent
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### **Rewards**

At Birkdale High School we have a House System and pupils are placed into a house upon entry into the school. The three houses and their associated colours are:

House Turing - Yellow  
House Hawking - Orange  
House Constantine - Green

Pupils can earn house points and these are awarded by any staff member for excellence according to their ability; participation in school life (including helping others); following the routines for learning; conducting themselves in a safe, respectable manner and being ready to learn.

Parents can see what House Points have been awarded for by referring to the Arbor Portal Application for parents and in conjunction with this application and awarding House Points staff will also:

- Use verbal praise inside and outside the classroom
- Send positive parent mail and texts
- Provide positive written feedback
- Send postcards home
- Celebrate work and achievement on classroom displays
- Provide reward blazer badges

Each Pupil is also part of a Year Group and Pastoral success and achievement is also recognised on a Year Group level.

- Celebrate pastoral success in the half termly Reward Assemblies
- Rewards and praise breakfasts based on pupils routine for learning data (***collated at the end of each tracking period***)

Each curriculum department also has their own rewards policy and schedule that seeks to acknowledge and praise for excellence according to their ability.

There is an annual Awards Evenings where pupils are nominated by their class teachers and/or other staff members for a variety of curriculum and pastoral achievements.

## **Sanctions**

Where a pupil's behaviour falls below the expectations outlined in this policy, sanctions will be put in place to help that pupil learn from their mistake and ensure the safeguarding and effective learning of others. If unacceptable behaviour is repeated the sanctions will gradually increase as a graduated response to the pupil's behaviour. The graduated response addresses both the immediate responses to behaviour, but also seeks to identify support and intervention measures to support the pupil with the ultimate aim of striving to ensure there is a sustained improvement.

### **What will happen if a pupil chooses not to follow the Routines for Learning?**

Staff teachers apply a 6 tiered response system to behaviours within the classroom to help form a consistent approach within departments and across the school community. The tiered system can be found on page 5.

Behaviour beyond this level will be dealt with on an individual basis and may include: parental meetings, extended internal exclusion, fixed term exclusions; involvement with authorities, e.g. police; potential managed move or; permanent exclusion.

Likewise, pupils who exhibit frequent unacceptable behaviour across the school will be monitored by the pupil's Head of Year and a graduated whole school behaviour response will be initiated. The graduated response is a supportive response and aims to put support and strategies in place to help students to amend their behaviours.

### Classroom Tiers of Behaviour Intervention and Support

Tier	Description	Consequence	Communication
T5	A significant behaviour concern such as a pupil refuses to go to remove, swearing at a staff member, physical assault, being removed from Remove	Placed into Remove or ICE	Email the school office to ask for SLT assistance. If the pupil has been placed into ICE email and phone communication will be made by the school and parents may be invited in. School staff attending the meeting will be dependent upon the individual circumstances
T4	A pupil causes concerns which they fail to amend appropriately when reminded about the RfL. Despite a range of behaviour strategies being deployed and a formal warning being issued the pupil needs regular attention and their behaviour is having a significant, sustained, impact on the learning of those around them.	Lesson Remove plus a detention for 30 minutes. If this behaviour is identified as a trend then the pupil should be placed onto a subject report (if a whole school report is not in place)	Recorded in SIMS as Remove and the reason(s) why. A phone call must be made home to advise of the situation and to discuss the time and date of the detention. If these behaviours occur too frequently and the pupil finds themselves at this stage despite a range of behaviour management strategies being deployed parents must be invited in should the concerns continue to exist. If a pupil is placed onto a Department Report a phone call must be made to advise parents of this .
T3	A pupil causes concerns which they fail to amend in a consistent manner despite being reminded of the RfL, a range of behaviour strategies being deployed and a formal warning being issued. The pupil requires regular monitoring. Although they remain in the classroom their behaviour is not sustainable in the long run and will need additional intervention outside of class hours.	Detention. If this behaviour is identified as a trend then the pupil should be placed onto a subject report (if a whole school report is not in place)	Recorded in SIMS. The recorded entry needs to have a comment associated with it. There has to be a detention associated with this behaviour (to a maximum of 30 minutes). If these behaviours occur too frequently and the pupil finds themselves at this stage despite a range of behaviour management strategies being deployed then a phone call to parents needs to be made and should the concerns continue to exist, parents should be invited in. If a pupil is placed onto a Department Report a phone call must be made to advise parents of this .
T2	A pupil causes a concern which they fail to amend appropriately when reminded about the RfL. A number of behaviour management strategies have been deployed coupled with a warning and as a result they do moderate their behaviour.	A warning. If this behaviour is identified as a trend then a warning about future conduct may be deemed appropriate followed by the issuing of a detention if this trend continues	Recorded in SIMS. The recorded entry needs to have a comment associated with it so that anyone needing more information about this behaviour can access it. There needs to be an action associated with this entry but this does not have to be a detention <i>Speaking with the pupil away from his peers can often have a greater impact so a consideration to providing the pupil with 2 minutes outside of the classroom and then a choices discussion could be helpful here</i>
T1	pupils cause a low level behaviour concern but remedy their behaviour when spoken to. It may well be that a pupil lapses with their behaviour during the lesson but this does not necessarily mean that they progress to Tier 2. For example, it may be a different low level behaviour or a repeat of the first initial concern BUT significant time has passed after the first concern was raised to simply warrant a new reminder about their behaviour	No formal consequence. If this behaviour is identified as a trend then a warning about future conduct it may be deemed appropriate followed by the issuing of a detention if the trend continues	It is not necessary to record everything on SIMS for pupils that fit into this tier. It is more likely that a behaviour will be recorded in SIMS if the same behaviours are repeated lesson after lesson. E.g. If a pupil is reminded about their entry to the classroom and remedies their behaviour this does not need to be recorded but if the same behaviour keeps being repeated then it would need to be recorded. If a SIMS entry is made it is important to have a comment associated with it
T0	This applies to the vast majority of the pupils in school. These pupils respond to the RfL in a consistent and diligent manner.		Positive reinforcement. Merits for Routines for Learning recorded on SIMS. Additional Communication made in line with the Department's rewards policy. Department rewards

## **Detention**

Detentions will be issued by staff members to pupils who do not follow the school rules appropriately. The Classroom Tiers of Behaviour Intervention and Support (page 5) indicate the reasons that a pupil may be placed into detention but pupils may also be placed into detention for issues and concerns in relation to how they have conducted themselves during social time. There are a range of detentions that the staff can issue depending upon the severity and context of the inappropriate behaviour exhibited. When a pupil has been issued a detention, parents will be sent an email outlining the day and time of the detention and the reason for the detention along with a short narrative about what happened.

Detentions are used as an opportunity for the pupil to be reflective regarding what he has done wrong, why that rule is in place and how to improve so that a repeat of the behaviour is mitigated, as well as catching up on work not completed. As a result, failure to attend a detention will result in an escalation of that detention to another, more Senior, member of the school community. If a pupil does fail to attend a detention, parents/ carers will be notified via email. The number and frequency of detentions issued to individual pupils will be routinely monitored as will the frequency of missed detentions. If it is felt that a pupil is not amending their behaviour despite being issued detentions and/or pupils are routinely failing to attend detentions then parents / carers will be invited into school to discuss their son's conduct.

Parental consent is not required for detentions. Birkdale High School will always strive to give parents 24 hours' notice for detention outside of school hours to ensure a child's safety or the safety of others if a pupil has a known caring responsibility. Where notice is given it is the parent's/carer's responsibility to ensure safe travel arrangements are made even if making these arrangements is inconvenient. As with any sanction, a member of staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

## **Internal Exclusion**

Internal Exclusion (ICE) is used to try and prevent an external exclusion from being issued. Pupils will be placed into external exclusion for a day if they have been removed on two or more occasions from lessons during a school week. If a pupil has been sent to remove in another lesson and then has to be subsequently removed from that lesson for disruption to learning they will also be placed into ICE for a day. Other instances, but not exclusive to, that may result in a pupil being placed into ICE are for acts of aggression; bullying and intimidating behaviour and/or behaviour that puts the safety of themselves or their peers at risk. The number of days that a pupil is placed into ICE for is dependent upon the individual circumstances and the level of concern that the individual's behaviour has caused. Parents will be notified if their son has been placed into ICE. Should a pupil have to be placed into ICE on multiple occasions, parents/carers will be invited into school to discuss their son's conduct.

Pupils will be allowed opportunities for comfort breaks during the day and have a designated toilet to ensure that they do not interact with the rest of the school community. Should they require to purchase food from the canteen they will be escorted to the canteen.

## **Exclusion from School**

We aim for no pupil to be excluded from school. Where pupils make mistakes in their behaviour, they are encouraged and supported to reflect and take responsibility for ensuring a rapid and sustained improvement, supported by parental engagement. Where improvements are not significant or timely, exclusion may be considered.

***In addition:***

Persistently poor behaviour for which internal exclusions has been ineffective failure of a behaviour contract violence or verbal aggression will normally result in a fixed term exclusion from school; The use or supply of illegal drugs, violent assaults, possession of a weapons, for instance, would be considered as extremely serious and a danger to the safeguarding of others and would lead to significant fixed term exclusions and quite possibly a permanent exclusion. An exclusion letter will be provided to the parent following the initial contact. All exclusions will be followed by a reintegration meeting to assess the child's readiness for school and any support mechanisms, which might need addressing. Thi will be recorded in the child's communication log in Arbor.

***We have a separate Exclusion Policy that outlines the schools approach and responses to exclusions in more detail***

<b>Off Site Provison</b>
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Schools have the authority to direct pupils to be educated by a provision away from the school site. A decision to do this is not taken lightly and will only be taken if it is felt that all other avenues have been exhausted and that this is in the best interests of the pupil and/or their peers.

If a pupil is directed to be educated at an off-site provision they will still remain on the roll of Birkdale High School. As such, the school will still have regular communication with the parents/carers of the pupil as well as with the off-site provision. The main off-site providers that the school use for pupils who are unable to be educated on the school site due to behavioural reasons are:

- IMPACT (This is referred to as the Assessment and Reintegration Centre (ARC) for pupils in Years 7-9 and as IMPACT for pupils in Years 10-11)
- Pathways in Learning

<b>Evaluation</b>
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This policy will be reviewed annually by the Headteacher and the Governing Body.

This policy links to the following policies which are all available on the school's website under Policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- More Able Gifted and Talented Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Attendance Policy
- Exclusion Policy