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Legally required policy
Review Frequency: Every 3 years or statutory review

Birchwood High School Behaviour for Learning Policy

Summary of key changes from previous policy:

- The removal of the Choices and Consequences system and Birchwood's ABC. The introduction of Birchwood's Three R's.
- Added - Zero-tolerance approach to sexual harassment and sexual violence
- Added – Offensive Weapons

Terms of Reference

The Behaviour Policy will apply to:

- Students whilst they are at the school, travelling to or from the school and whilst in school uniform.
- Students on trips or sporting fixtures where throughout the time they are the responsibility of the school and its staff.

The school's jurisdiction is not normally extended to breaches of behaviour that take place when students are not wearing school uniform (such as at weekends or evenings) except in cases where our professional judgement is that this may have a direct consequence on behaviour within school.

Ethos

At Birchwood High School, we believe in promoting a positive approach to all aspects of school life, where students are encouraged to do their best, both academically and in terms of their contribution to the school. We expect students to exercise good self-discipline, showing courtesy and politeness to both staff and fellow students. This ethos is incorporated in Birchwood's Three R's, where our expectations of students are outlined in our Rights, Rules and Rewards. (Appendix 1) This underpins a clear emphasis on rewards and behaviour for learning.

In practice, this means that Birchwood has a calm and purposeful learning environment where young people engage in learning in the classroom and effectively move around the school site from lesson to lesson. Incidences of poor behaviour are quickly dealt with. Behaviour was cited as a strength in the most recent Ofsted visit - "Pupils' behaviour is good. Pupils are polite, courteous and show respect for fellow pupils, staff and visitors"(Ofsted, 2017).

Principles

- Positive behaviour in all aspects of school life is a fundamental requirement to help enable effective teaching and learning to take place. To support this, Birchwood seeks to create an inclusive, caring and constructive learning environment within school by:
- Consistently promoting positive behaviour and self-discipline.
- Aiming to provide a safe environment free from disruption, violence and any form of harassment.
- Promoting a culture of praise and encouragement in which all students can achieve.
- Supporting the development of self-discipline and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all by encouraging consistency of response to both positive and negative behaviour.

- Promoting early intervention.
- Encouraging open and reciprocal relationships with parents and carers, encouraging a shared approach by involving them in the implementation of the school's policy and associated procedures.
- Encouraging students to reflect on the impact that their poor choices has had in the form of restorative conversations.

Roles and Responsibilities

- The Principal will be responsible for the implementation and day-to-day management of the policy and procedures. He will ensure that the expectations are simple, clear and non-discriminatory and communicated to students and parents.
- Governors will support the school by expecting high standards of positive behaviour of students and staff. The Governing Body will also keep the policy under regular review.
- All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.
- Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Principal and staff will be aware of the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). They will also ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure the concerns of students are considered, and appropriately addressed.
- Students are expected to take responsibility for their own behaviour while being made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment, keeping it both safe and enjoyable by reporting all undesirable behaviour.
- Similarly, students who commit non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, may be dealt with by school staff according to the guidelines within this policy.

Birchwood also expects parents to work in partnership with the school to assist it in maintaining high standards of behaviour.

Rewards

The school ethos of accentuating the positive is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. Rewards have a motivational role in helping students appreciate that positive behaviour, taking responsibility for your actions and showing respect to others is valid and clearly defined in the procedures. Integral to the system of rewards is an emphasis on formal and informal praise for individuals and groups. This cohesive approach also incorporates keeping parents informed of successes and achievement in order that praise may be continued at home. Please refer to the Recognition and Rewards Guidelines (Appendix 2).

Sanctions

Sanctions are needed to address unacceptable behaviour. Birchwood School operates under the 'Birchwood Three R's' system which clearly outlines the five rules we expect students to follow in lessons (Appendix 1). Alongside this we have pastoral sanctions for incidents which occur outside of the classroom environment (Appendix 2). All incidences of poor behaviour are logged on Arbor and failure to comply with a sanction at one level, results in an escalation up the scale to the next level of sanction. All sanctions from a lunchtime detention and above, are centralised to reduce class teacher workload. Staff have the facility to request mediated restorative conversations with particular students when

necessary. The composition of our Three R's system is regularly reviewed by the Senior Leadership Team, Heads of Year, Heads of Faculty and all staff are able to provide feedback through their faculty development meetings.

Training and CPD

The Governing Body will ensure that appropriate training to all staff, on all aspects of assertive behaviour management is provided to support the implementation of the policy.

Involvement of Outside Agencies

The school works positively with external agencies including Hertfordshire LEA. It seeks appropriate support from them to further ensure that the needs of all students are met by utilising the range of external intervention available.

Students needing support from external agencies are identified through the SENDCO, Heads of Year and Student Welfare team.

Review

The Governing Body will review this policy within a three-year cycle and at any point where there has been statutory change. The review will take place in consultation with staff, students and parents.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.




Inter-relationship with Other School Policies

In order for the Behaviour Policy to be effective, there is a clear relationship with other school policies, notably the Equality Policy, the SEND Policy and the Anti-Bullying Policy.

Appendices:

- 1 Birchwood's Three R's
- 2 Recognition and Rewards Guidelines
- 3 Pastoral Sanctions including Exclusions guidance

Birchwood's Three R's

 Rights	What should students expect to experience in their lessons?	Consistent Routine	To Feel Safe	High Quality Planning (ALCAM-E)	To be respected and fairly treated	To learn in a disruption free environment
 Rules	What do we expect of students in lessons?	Be prepared	Keep your hands, feet and objects to yourself	Allow teachers to teach and students to learn	Be engaged and show effort	Follow instructions without question
 Rewards	What should students expect to be rewarded for in their lessons?	Kindness	Contribution	Effort	Mastery	Progress

Appendix 2

Recognition & Rewards Guideline

Birchwood recognises the fact that praising and rewarding students can be a primary motivator in encouraging students to adopt positive attitudes towards learning.

Informal verbal recognition of good work or maintaining a positive attitude and application is an inherent part of daily life at Birchwood. 'Accentuating the positive' is further reflected in the fact that a number of faculties send postcards or letters home commending the progress and application of students. A supply of 'praise cards' is kept at reception and visitors to classrooms (especially duty 'on-call' staff) are encouraged to distribute these as widely as time allows.

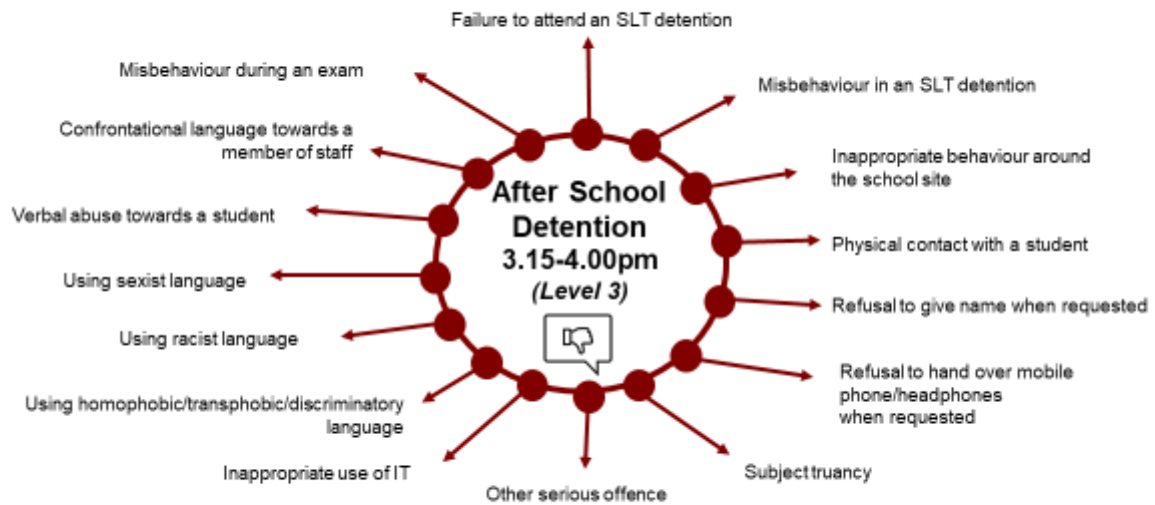
Birchwood runs a programme of year based certificate assemblies, at the end of every term. On these occasions a wide range of student achievements, in a variety of fields, are rewarded with certificates and prizes. Students who have achieved 100% attendance or significantly improved attendance are also awarded a prize and each Tutor nominates students for community based contributions or achievements.

Students are also awarded House achievement points by subject teachers for the submission of work which shows an excellent level of achievement and/or effort. Parents and students can keep track of achievement points using the Arbor parent application. This also allows students & parents to see who has awarded the credits and for what reason. Achievement points are tallied throughout each term and students reaching target totals are rewarded in assembly with certificates. Achievement points are tallied so that a student's achievements also contribute to their House (Stort / Dane / Waytemore / Hadham) total and end of term 'Rewards Events' allow students extra privileges based on the number of points they have accrued.

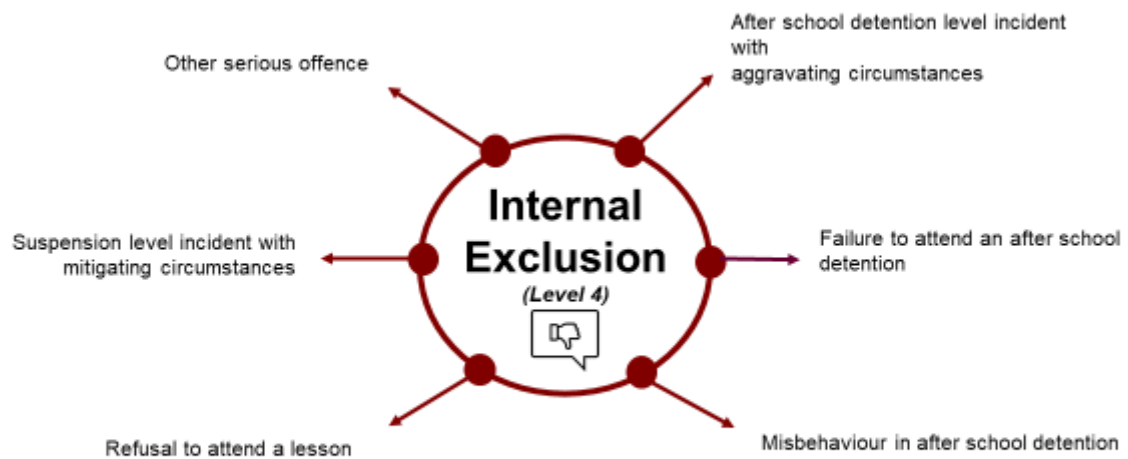
The range of reasons why students can be awarded achievement points includes our five rewards from Birchwood's Three R's and the list is regularly reviewed. The current list includes:

- R - Contribution
- R - Effort
- R - Kindness
- R - Mastery
- R - Progress
- 1st place in a school competition
- 2nd place in a school competition
- 3rd place in a school competition
- Academic achievement
- Excellent home learning
- Being a helpful duty student
- Helping at a school event
- Literacy - per book read
- Random act of kindness
- Receiving a Student of the Month faculty badge
- Regular participation at a school club

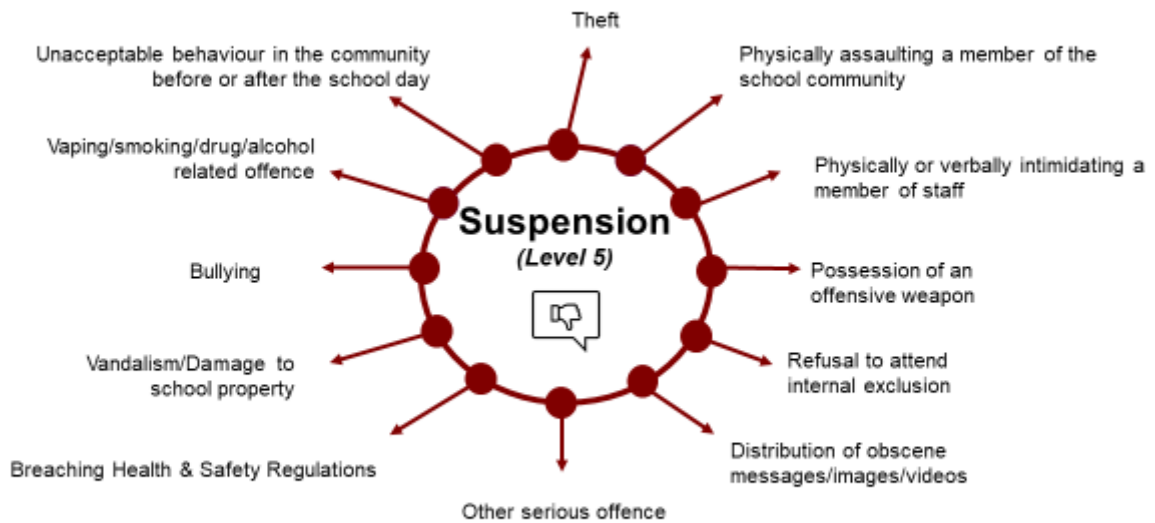
Pastoral Sanctions



Pastoral Sanctions



Pastoral Sanctions




Birchwood aims to ensure its policies are applied fairly and consistently, without regard to race or gender. The school aims to be consistent from person to person and from occasion to occasion as far as is possible; however, each case is necessarily reviewed on its merits and context.

On Call System

Any student not following the basic expectations set out in Appendix 1 is given a warning about their behaviour, they are then given a second warning as well as a brief 'cooling off' period, prior to being removed from a lesson via the 'On Call' system.

On Call System

 Rules	What do we expect of students in lessons?	Be prepared	Keep your hands, feet and objects to yourself	Allow teachers to teach and students to learn	Be engaged and show effort	Follow instructions without question
1st Warning	Students will be warned by the teacher if they are not following one of the five rules.					
2nd Warning	Students will be asked to stand outside the classroom and wait for the teacher to come and speak to them (the on call teacher may be called at this point). If the conversation is successful they will re-enter the classroom but will have a detention for 10 minutes at a time chosen by the teacher.					
On Call	The on call teacher will be called. If it is deemed that the student cannot remain in the lesson; they will be placed in a sixth form lesson and sit a detention from 13.35-2.05pm. If the lesson is during period 5 the detention will be the following day.					
<p><i>Note: A teacher may escalate a behaviour to an on call removal without a 1st or 2nd warning if the behaviour is of a nature where the student cannot remain in the lesson.</i></p>						

**In the rare case of extreme or provocative behaviour, a teacher may call the On Call teacher straight away*

For most students, a simple reminder or warning is sufficient.

The On-Call teacher will decide whether to remove the student from the classroom or work with the teacher to re-integrating the student back into the classroom. If a student is removed from the lesson, they will be placed into a sixth-form lesson to complete work independently. Parents are also sent a text/app message to inform them that their son/daughter has received a lunch time detention. Heads of Year, Heads of Faculty and Senior Leaders monitor the Arbor log to monitor students causing concern and introduce appropriate intervention or additional reporting systems. Incidences of misbehavior that take place during lesson time fall under the jurisdiction of the Heads of Faculty. Incidences of misbehavior that take place outside of lesson time fall under the jurisdiction of the Heads of Year.

Contacting parents and student reports

Any classroom teacher can contact a parent/carer if they have concerns about behaviour, work completion or home-learning. This is often a very effective measure where teacher and parent agree on a strategy to help improve the student's behaviour or attitude.

Parents will also be informed and, where necessary, invited in to school to discuss the school's concerns. Student reports are constructed to suit the individual, providing clear and achievable targets to help support them through the period and address their shortcomings. A student would only normally expect to be 'on report' for up to four weeks.

After-School Detentions

After-School detentions take place from 3.10-4pm every school day for incidents which occur outside of the classroom. Parents are notified of this via an email/text/app message/phone call. Requests from parents and or/students for a detention deferral/cancellation will be considered in only the most extreme circumstances. Inconvenience alone is not sufficient reason for deferral/cancellation as this is, in essence, the nature of the deterrent. The school exercises its right to sanction its students *in loco parentis* with or without parental approval (although parental approval is always preferable).

Internal Exclusions

For level four incidents (see appendix 3), internal exclusion is used as an alternative to external exclusion for a small number of students, no more than six per day. This sanction takes place in the Internal Exclusion Room and is run by the Internal Exclusion Manager. Students are provided with work to complete throughout the day and their break and lunchtime is of the same length of time, but at a different time to the rest of the school. Failure to comply with the rules of the Internal Exclusion Room will lead to a fixed-term external suspension.

Fixed Term Suspensions

Fixed-term suspensions are used for very serious incidents of misbehaviour. When suspended, a student's parent will receive a phone call home as well as a letter. The Principal (or in his absence one of the Deputy Principals) must authorise any fixed term suspension. For any given suspension level offence (see Appendix 3), permanent exclusion may be considered depending on the circumstances and involvement in any similar behaviour previously (see below).

Following a fixed-term suspension, a readmission meeting will take place between the student, their parents and the student's Tutor, Head of Year or member of SLT. This meeting is designed to help the student reflect on the impact of their previous actions and formulate strategies for avoiding repeat occurrences.

As part of its commitment to working closely with the local community, Birchwood will also involve the police and any other external agencies in any matters it deems worthy of their input.

Meetings

Meetings are often held between staff and parents when a child's behaviour has become a cause for concern. Outside agencies might also be involved on occasion. The purpose of such meetings is to explore the issues that might be at the root of a child's poor behaviour choices with a view to supporting them so that they can make more productive choices in the future. The process should always be that the parent (or carer), the school and the student themselves have a chance to express their opinions and that other involved parties should listen respectfully before responding. If there is a significant difference of opinion between the school and the parents, the student should not be present in the room while these differences are aired. The school and parent should attempt to find some common ground before the student becomes involved in order to maintain a semblance of a united front. Abusive and/or threatening behaviour is never acceptable and the school reserves the right to refuse entry onto the premises to any adults who behave in an aggressive, abusive or threatening manner towards school staff. Staff also have the right to politely terminate phone conversations if they perceive the adult at the other end of the phone line to be speaking in a way that is threatening, abusive or aggressive.

Permanent Exclusions / Pastoral Support Plans

The decision to exclude a pupil permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusions are seen as the last resort for continual poor behaviour or a single serious incident. Permanent exclusion is a rare event at Birchwood which is an indication of the high standards of behaviour, and intervention that we have at the school. All drugs/weapons related offences appear as suspension level incidents and all such incidents will be considered for permanent exclusion. This is in line with the zero tolerance approach taken in other local schools.

Students who persistently misbehave with little or no evidence of progress are placed on a Pastoral Support Programme (PSP) – a 16-week comprehensive report system involving various levels of internal and external agency input. Multi-agency assessment may be considered for students who display continuous disruptive behaviour. Interim reviews at Week 4, 8 and 12 should see signs of improvement. If a student is judged to have succeeded on a PSP, they may or may not come off report, depending on the view taken by the Head of Year or SLT member. A PSP does not have to run for 16 weeks if there has been no improvement or behaviour has worsened.

The School will contact the LA Integration Team before the end of a PSP if there are concerns about the risk of Permanent Exclusion. The student may be considered eligible for a Managed Move under the Hard to Place protocol (refer to Hard to Place Policy). This process involves local schools working collaboratively with the Local Authority. Hard to Place data for Bishops Stortford is very positive and shows very low rates of permanent exclusions and a number of successful managed moves

If a student is judged to have not been successful in completing their PSP satisfactorily, a summative report should be sent to the Principal for consideration for Permanent Exclusion. A student may also be considered for Permanent Exclusion based on a serious single incident.

The Principal should then arrange a meeting with the student and the parent to objectively discuss the PSP or serious incident. The Principal and Governors must take account of their statutory duties in relation to special educational needs (SEND) and other factors such as level of disadvantage when considering Permanent Exclusion. Consideration should also be given to any emotional or mental health issues the student is experiencing.

If a decision is then reached to permanently exclude, the Principal will write to the parent(s)/carer(s) forthwith as well as request a Governor Disciplinary Hearing within 15 days of the letter being issued. The Chair of Governors and Hertfordshire Local Authority are also contacted at this point. The student should remain at home pending the Governors' Disciplinary Hearing – appropriate work will be set for the student to complete at home.

For further guidance on the arrangements for the Governor's Disciplinary Hearing and the follow-up to this hearing, please refer to:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Malicious allegations

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The general power to discipline and the power to search without consent means that a member of staff may confiscate, retain or dispose of a pupil's property as a punishment without liability for damage to, or loss of, any confiscated items. School staff can search pupils with their consent for any item which is banned by the school rules. The Principal, Heads of Year, members of SLT and other staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs, tobacco, e-cigarettes (vapes), fireworks, stolen items, pornographic images and any article (including a mobile phone) that has been or is likely to be used to commit an offence, cause personal injury or damage to property. This may include bag and blazer pocket searches. Students may also be asked to turn out their trouser pockets. Staff will not be expected to conduct full body searches. The Police may be called depending upon the circumstances. Weapons and knives and extreme or images of child sexual abuse must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Smoking

Birchwood is a no-smoking site for all staff, pupils and visitors. Smoking (which includes vaping and E-cigarettes) is expressly forbidden by pupils on the way to and from school. Pupils who smoke, are in possession of smoking materials, supply smoking materials to other pupils or are associating with pupils who are smoking will be sanctioned in accordance with the school's Behaviour Policy. This behaviour is categorized as a suspension level incident – Drug or Alcohol related offence. The Principal may decide upon a range of disciplinary actions which may include an internal exclusion a fixed term suspension or permanent exclusion. Aggravating circumstances (eg. repeat incidences or supplying others) are likely to be sanctioned more severely.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive and dealt with on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection policy for more information.

Offensive Weapons

It is a criminal offence for any student to bring to school, or carry around school, an offensive weapon. It is also a criminal offence to threaten anyone with an offensive weapon. The school has a statutory duty to inform the police in the event of any incidents involving the use of offensive weapons. The legal definition of an offensive weapon is: "any article made or adapted for use for causing injury to the person or intended by the person having it with him/her for such use by him/her or by some other person. (This definition includes a disguised knife)". This definition also covers situations where every day normal items found in school such as furniture, sports equipment, tools etc. are used to cause physical harm can be included under the term offensive weapon.

Procedural Guidelines and the role of the Head Teacher and Governing Body:

- The Head Teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, and appropriate outside agencies.
- The Head Teacher will ensure that all staff are made aware of the policy.
- Staff may search students' and their belongings for knives or offensive weapons with or without their consent in accordance with the current DfE national confiscation guidelines on searching, screening and confiscation in schools – available on request from the school.
- Students can be refused entry to the school (or participation in a visit) if they refuse to be screened.
- In instances involving possession or use of an offensive weapon, parents will be informed at the earliest opportunity by the Head Teacher or his/her representative.
- The school has a statutory duty to inform the police if a serious criminal offence has taken place on school premises.
- The use, attempted use, or intended use of an offensive weapon will automatically involve the police being contacted.
- Any student who causes physical harm, or threatens others, with an offensive weapon is likely to be permanently excluded.
- The school will consider each incident of carrying an offensive weapon individually and recognises that a variety of responses will be necessary to deal with incidents. The school's decision may involve fixed term or permanent exclusion.

Use of Reasonable Force - On occasions, staff may use force or make other physical contact as set out in the Reasonable Use of Force policy.

The school governors have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of pupils. This policy has been drawn up within this framework.