

# Behaviour and Discipline Policy

Birchwood Community Academy Trust

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## Principle

The ethos of a school is created by the people who work in it. At Birchwood Community High School, we aim to maintain a disciplined, orderly and friendly atmosphere within which everyone in the school treats each other with courtesy, respect and where everyone is accepted. Everyone in our community has the right to learn and the right to teach, and as such we consistently promote the importance of respectful and responsible conduct. This means that our young people are ready to learn and make progress. Through the policy, our aim is to ensure that the rights and responsibilities of those using it are protected and upheld, and that the school buildings are well cared for by all users.

## The purpose of the Behaviour and Discipline policy is to ensure:

1. An atmosphere exists in which everyone is safe and secure which enables effective teaching and learning to take place.
2. A sympathetic, tolerant, social environment exists, and individuals treat each other with mutual respect.
3. Students develop a clear sense of right and wrong.
4. There is an emphasis on positive systems for behaviour where students can excel.
5. Consistently good or better behaviour is acknowledged.
6. Lapses from expected behaviour and standards are dealt with accordingly.

## Accordingly, the school will:

1. Maintain a positive and constructive code of conduct and behaviour, ensuring that:
  - the values and attitudes expressed within it are made explicit to all students, staff and parents/carers.
  - the consequences of poor behaviour choices are fully understood.
  - unacceptable behaviour is fairly and consistently dealt with in line with school disciplinary procedures.
2. Require all users to treat the school site with care.
3. Recognise and reward fairly and consistently good or better behaviour.
4. Provide a system of recording and reporting to parents which places emphasis upon positive contributions to school and community life.
5. Provide a forum where the views and concerns of students can be expressed and acted upon where appropriate.
6. Provide a staged approach to intervention.

## Evaluation

1. The Governors' Committee will review statistics on fixed term and permanent exclusion of students on a regular basis.
2. The Polaris Team will monitor the behaviour of students causing concern using ATL information, on call data and records of behaviour incidents.
3. SLT will analyse data collected through ATL records, on call data, Isolation, Off Site Provision and exclusions in their fortnightly pastoral meetings.
4. SLT will monitor termly the distribution of rewards.
5. SLT will seek feedback from stakeholders.

## **Rewards**

The spirit of the rewards system is firmly rooted in an over whole school House system and is intended to motivate all students to achieve their very best and become confident, independent students and citizens. The giving of house points encourages all students to achieve. Thus, they will receive credit for achievement throughout the school in all contexts. This will continue to raise standards and further improve behaviour. House points are also given for good behaviour around our five "Team BIRCHwood" values.

Belief

Independence

Respect

Commitment

Happiness

This starts with good manners in and outside the classroom or random acts of kindness or good citizenship.

## **The Start of the School Day**

Form time starts at 8.50am.

- Students should be in school before the bell rings at 8.45 am and in their form room by 8.50am ready for registration
- The gates will be closed and locked at 8.45am every day
- Entry after this time will only be via the front door using a buzzer
- Students who are late to school without a valid reason will be sanctioned.

## **Drugs**

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

## **Prescription**

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

## **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the Polaris building to request a phone call home.

### **Medication**

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

### **Bullying**

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

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

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

- Take it seriously.
- Act as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the Head teacher.
- Provide support and reassurance to the victim.
- Make it clear to the 'bully' that this behaviour will not be tolerated.

If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.

- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- Consider a fixed term exclusion in cases of repeated bullying

### **Mobile Phones, Earphones and Speakers**

Phones, headphones and smartwatches may be brought into school but must be kept in bags or zipped in blazer pockets out of view at all times. Students must not use phones at any time on the site between 8.50am and 3.00pm unless they are asked to do so by a teacher in a lesson for a reason that is related to learning. In this case, the teacher will issue instructions on the use of phones or headphones which must then be followed. If a phone, headphone or smart watch is out during the school day, even to check the time, this will be confiscated. There is a staged system of sanctions and mobile phones, earphones and smartwatches are counted as identical items. Staff have been instructed to confiscate mobile technology items that are visible and/or in use during the times specified. They will be taken to the school office. The system of sanctions:

**First offence - Stage 1:** The item is confiscated and locked in the school safe. The item is collected by the student at the end of the day. One behaviour point will be issued.

**Second offence - Stage 2:** The item is confiscated and locked in the school safe. The item is collected by the student at the end of the day. One behaviour point will be issued.

**Third offence – Stage 3:** The item is confiscated and locked in the school safe. Parents/carers are informed and asked to collect the phone at the end of the school day. One behaviour point will be issued.

### **Nails, make-up and hair**

Make-up should be natural and kept to a bare minimum. Students will be asked to remove any excessive make up by their Form Tutors, Assistant Head of House, Head of House, members of the Senior Leadership Team or the Polaris Team. False eyebrows or lashes (including strips and semi-permanent) of any kind are not permitted. Hair must be appropriate and not an extreme style. This is at the discretion of the Head Teacher. Short hair must not contain shaved patterns. Nail varnish is not to be worn in school. Acrylic nails are also not allowed in school. Students will not be allowed into lessons until these issues are rectified.

### **Jewellery**

Because of the morning checks completed by SLT on the school gate and form tutors, jewellery (with the exception of a single small stud earring in the lobe of each ear) should not be seen on students during the school day. If it is, staff will confiscate the items and take them to the school office. The system applies:

**First offence - Stage 1:** The item is confiscated and locked in the school safe. The item is collected by the student at the end of the day. One behaviour point will be issued.

**Second offence - Stage 2:** The item is confiscated and locked in the school safe. The item is collected by the student at the end of the day. One behaviour point will be issued.

**Third offence – Stage 3:** The item is confiscated and locked in the school safe. Parents/carers are informed and asked to collect the item at the end of the school day. One behaviour point will be issued.

### **Uniform**

If a child comes to school in unacceptable uniform, we will contact home as soon as possible to try and resolve the problem promptly – they will be picked up on the gate by SLT or in form time by their form tutor. We will also have spare uniform that can be used.

However, we reserve the right to require a student to wear black pumps provided by the school if they come to school in the incorrect footwear, keep a student out of lessons or to issue a student with a sanction such as LOFT detention until the matter is resolved.

If a student arrives to a lesson with incorrect uniform (rolled skirt, untucked shirt, trainers on), then they will be automatically issued with a LOFT detention and the uniform issues will also be addressed if needed to be.

We also reserve the right to send a student home to sort out the issue and then return to school.

The Department for Education guidelines on uniform and sanctions are that *“A headteacher, or a person authorised by the headteacher, may ask a pupil to go home briefly to remedy a breach of the school’s rules on appearance or uniform.... This is not an exclusion but an authorised absence”*.

## **ATL System**

When managing behaviour in the classroom staff should ensure that their instructions, discussions, and sanction strategies are guided by and explained using our agreed ATL system. Students need to know where the boundaries of acceptable behaviour lie and the type of sanctions which may be applied if a boundary is crossed. Skilled use of this framework to provide a commonly understood format for restorative practice and sanctions is a key element of our behaviour management practice.

ATL 1 – Excellent behaviour in the lesson – Two house points awarded.

ATL 2 – Good behaviour in the lesson.

ATL 3 – Warning given by the teacher for poor behaviour choice in the lesson – one negative behaviour point issued.

ATL 4 – Removed from the lesson by a member of SLT and taken to the ATL4 room for the remainder of the lesson. Two negative behaviour points are issued and they will also be issued a LOFT detention.

LOFT detention takes place every lunch time and are run by a member of SLT. If a student does not turn up for their LOFT detention/fail the detention by not behaving correctly, or turning up on time, they are issued an after-school detention.

A behaviour detention may also be issued by a member of staff if it is deemed that a Loft is not a sufficient sanction. This detention lasts for 30 minutes and is run by a member of the SLT or Polaris team. This detention may also be issued as a sanction for failing certain stages of the school’s report system. If a student does not turn up for their behaviour detention/fail the detention by not behaving correctly, they are issued an hour after-school detention.

The hour after school detention is run every day by a member of the Polaris team. If a student does not turn up for their after-school detention/fail the detention by not behaving correctly, they are issued with a day in On Track.

On Track is our internal isolation system that is used for more serious poor behaviour choices and before a fixed term exclusion. If a student fails their On-Track day or refuses to go into On Track, they will be issued with a fixed term exclusion at the discretion of the headteacher.

## **Exclusion from School**

1. Violence or verbal aggression will normally result in fixed term exclusion from the school.
2. As part of a graduated response a student may be excluded for one or more fixed periods or permanently.
3. If further evidence comes to light, a fixed term exclusion may be extended or a permanent

exclusion may be considered.

4. School has the power to direct a student offsite for education to improve their behaviour.

5. A student may transfer to another school as part of a managed move in which we will support the student and family in this move.

**The decision to permanently exclude a student will only be taken:**

1. In response to a serious breach or persistent breach of the school's behaviour policy.

2. Where allowing the student to remain would seriously harm the welfare of the student or others in the school.

Behaviour of students outside of school can be considered grounds for disciplinary action and will be considered by the Head teacher if damaging to the safety of others or the reputation of the school.

If the headteacher is absent then the person acting in their position can exclude.

**Role of the Student**

Students are expected to be polite and show consideration towards each other and towards all school staff. Below are the expectations of our students and failure to adhere to them will be treated as a breach of our behaviour policy:

1. Students are required to observe the following basic rules in the classroom
  - a. arrive on time, in correct uniform with all the equipment needed for the lesson
  - b. listen carefully when the teacher is giving instructions
  - c. follow instructions promptly and accurately
  - d. raise a hand to gain attention and wait to be asked
  - e. stay in the allocated seat or workspace unless given permission to move
  - f. treat others with respect and consideration at all times

2. Students must follow staff instructions promptly and courteously

3. Students must obey all health and safety regulations in classrooms and around the school

4. Students should never make racist, sexist, homophobic or other abusive or humiliating Remarks

5. Students must never resort to physical violence

6. Students must demonstrate appropriate behaviour when travelling to and from school

7. Students must not smoke in school

8. The following items are not allowed in school under any circumstances:

- a. alcohol and drugs

- b. cigarettes, matches, lighters and e-cigarettes
- c. chewing gum
- d. weapons of any kind

## Behaviour Monitoring System

Students who need additional support to manage the expected levels of behaviour may be placed in our report system. This has five stages and at each stage allows a constant review of behaviour and an opportunity for the student to succeed and move off report, and also for the school to move the student up the report system with more serious sanctions. The system below is a guide and can be amended at the head teacher's discretion depending on the nature of any incidents that occur.

	Trigger(s)	Actions
<b>Form Tutor Monitoring Stage 1</b>	<b>Examples</b> ATL 3/4 reached on 3 occasions across subjects or ATL 4 in a lesson Increase in behaviour points	<ol style="list-style-type: none"> <li>1. Discussion with HOH</li> <li>2. Form Tutor contacts parents make sure parent can use the Expressions APP wherever possible</li> <li>3. Form Tutor monitors ATL's and Behaviour points (4 weeks)</li> <li>4. Minimum of weekly checking by FT – completed on a Friday.</li> <li>5. After school detention (30 mins) used as a sanction by FT (i.e. Monday detention if unsuccessful during the week) – This can still be centralised.</li> <li>6. FT informs parents of detention.</li> <li>7. Detention missed = doubled to 1hr following day. (Centralised.)</li> <li>8. Missed after school detention follows usual school procedures into on track.</li> <li>9. Successful – remove from Stage monitoring</li> <li>10. Unsuccessful – AHOH monitoring</li> <li>11. In forms HOH</li> </ol> <p>(4 weeks is the review period, but this is at the discretion of the Form Tutor.)</p>
<b>AHOH Monitoring Stage 2</b>	<b>Examples</b> Three ATL4 across subjects or unacceptable behaviour during unstructured time or Truancy Unsuccessful at stage 1	<ol style="list-style-type: none"> <li>1. AHOH has a meeting with the parents (or phone call)</li> <li>2. AHOH monitors this on a daily basis. (4 weeks)</li> <li>3. Student meets AHOH weekly basis</li> <li>4. Other sanctions may be issued (this includes use of centralised after school detention).</li> <li>5. Missed after school detention follows usual school procedures into on track.</li> <li>6. Successful – remove from Stage monitoring</li> <li>7. Unsuccessful – move to Stage 3</li> </ol> <p>(4 weeks is the review period, but this is at the discretion of the AHOH.)</p>

<b>HOH</b> <b>Stage 3</b>	<b>Examples</b>  An increase number of ATL4 across subjects in a single half term  Significant increase in behaviour points  Unacceptable behaviour during unstructured time or incidents of truancy in a single half term  Multiple sessions in On Track  Unsuccessful at stage 2	<ol style="list-style-type: none"> <li>1. Meeting with HOH parent and Student</li> <li>2. HOH monitors this on a daily basis for 4 weeks</li> <li><del>3.</del> Review meeting with HOH at the end of week. Targets set for the following week.</li> <li>4. Other sanctions may be issued (this includes use of Loft or centralised after school detention).</li> <li>5. Missed after school detention follows usual school procedures into on track.</li> <li>6. Successful – remove from Stage 3 and move to Stage 1 for 4 further weeks. If behaviour returns, student returns to Stage 3 (skipping stage 2). If behaviour is good on Stage 1 – remove from stage monitoring.</li> <li>7. Unsuccessful – move to Stage 4</li> <li>8. Additional option of continuing with Stage 3, dependent on response and progress made. This is at the discretion of the HoH.</li> </ol> <p>(4 weeks is the review period, but this is at the discretion of the HOH.)</p>
<b>SLT</b> <b>Stage 4</b>	<b>Examples</b>  Unsuccessful at Stage 3	<ol style="list-style-type: none"> <li>1. HOH informs AC who instigates a Pastoral Support Plan (PSP) with parents and student. HOH attends this PSP meeting, and targets are set.</li> <li>2. ATL data and SIMS log is shared with parents on a weekly basis</li> <li>3. SLT to monitor progress of student on a daily basis. Student meets SLT at the start or end of each day.</li> <li>4. AC/HOH arrange a PSP review meeting to discuss progress.</li> <li>5. Successful – remove from Stage 4 and move to Stage 1 for 4 further weeks. If behaviour returns, student returns to Stage 3 (skipping stage 2). If behaviour is good on Stage 1 – remove from stage monitoring.</li> <li>6. Unsuccessful – move to Stage 5</li> </ol>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DHT/HT/Governors</p> <p>Stage 5</p>	<p>Repeated Fixed Term Exclusions</p> <p>Unsuccessful at Stage 4</p>	<ol style="list-style-type: none"> <li>1. Initial meeting with DHT or HT, student, and Pastoral Manager</li> <li>2. Targets agreed.</li> <li>3. Review meeting held in 2 weeks, next steps agreed, either: <ul style="list-style-type: none"> <li>• Further 2-week review period</li> </ul> </li> </ol> <p>Request a Governors Disciplinary Meeting</p> <ol style="list-style-type: none"> <li>4. Meeting scheduled with governors.</li> <li>5. AC to compile pastoral log for governors.</li> <li>6. Targets issued by governors for the following 4 weeks.</li> <li>7. Monitored by DHT or HT in charge of behaviour.</li> </ol> <p>(4 weeks is the review period, but this is at the discretion of the DHT.)</p> <p>If successful</p> <ul style="list-style-type: none"> <li>• Student returns to Stage 3 (HOH) for four weeks. Then moves to Stage 1 (FT) if successful here.</li> </ul> <p>If unsuccessful</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Governors Disciplinary Meeting convened with Student, Parent, Headteacher, Pastoral Manager and Governor's Panel</li> <li>• Review of progress towards targets</li> <li>• Next steps agreed, either: <ol style="list-style-type: none"> <li>1) Repeat of Stage 5 depending on previous progress</li> <li>2) Fixed Term Exclusion then return to Stage 5 and repeat</li> <li>3) Managed Transfer to another school</li> <li>8. Permanent Exclusion</li> </ol> </li> </ul>
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