



Birchwood High School Behaviour Policy

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 summarised as the ABC of being a Birchwood student: Achieve, Belong, Conquer (Appendix 1) and is under-pinned by high expectations and clear guidelines on behaviour, with consequences if these are not adhered to.

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 the 'Choices & Consequences' system which clearly defines what sanction is attached to what type of poor behaviour. All incidences of poor behaviour are logged on SIMS and failure to comply with a sanction at one level results in an escalation up the scale to the next level of sanction. Above C1, all detentions are centralised to reduce class teacher workload. Staff have the facility to request mediated restorative conversations with particular students when necessary. The composition of the 'C&C chart' is regularly reviewed by the Behaviour steering group and other interested parties. (Appendix 3).

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 and Heads of Year.

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 The Birchwood Ethos
- 2 Recognition and Rewards Guidelines
- 3 Sanctions (the Choices & Consequences chart) including Exclusions guidance

Appendix 1

The Birchwood Ethos

We are proud of our school's ethos and the conduct of our students.

At Birchwood, we expect all students to:

Achieve

- *I have excellent attendance, punctuality, equipment & uniform*
- *I work to the best of my ability*
- *I play a full part in the life of the school*

Belong

- *I look after my school community*
- *I follow instructions promptly*
- *I treat others as I would like to be treated myself*

Conquer

- *I am determined to make a success of my time at Birchwood*
- *I understand that learning from failures leads to success*
- *I make the right choices, even when this isn't easy*

Recognition & Rewards Guidelines

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 SIMS 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 School Gateway app or website. 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 Weeks' allow students extra lunchtime privileges based on the number of points they have accrued.

The range of reasons why students can be awarded achievement points is regularly reviewed. The current list includes:

- Academic Achievement
- Contribution in class
- Excellent Effort
- Excellent Home Learning
- Excellent Progress
- Helping at school event
- Personal Progress
- Random Act of Kindness
- Regular participation at a school club

Annual 'Rewards' Events

There are three formal events in the school year to celebrate individual student achievement along with parents and the school community.

Birchwood Day - Birchwood's Lower School Prize giving recognises the academic and sporting achievements of students from Year 7 to Year 10.

Sixth Form Prize-Giving Evening – Students who achieved A-Level and other Advanced Level qualifications in the summer are invited back from University or employment to receive recognition in front of parents, staff and fellow alumni

GCSE Prize-Giving – Students who achieved GCSE and other KS4 qualifications in the summer are invited to an afternoon event where certificates, awards and school cups are awarded in front of parents, staff and their peers.

Appendix 3: The Choices & Consequences Chart					
LEVEL	C0	C1	C2	C3	C4
Choice	Any behaviour requiring verbal warning Incorrect uniform/equipment* Background talking Inconsistent effort	Failure to comply with C0 verbal warning Repeatedly incorrect uniform/equipment Repeatedly inadequate effort (including home learning) Repeated lateness to lesson Repeated low level disruption Chewing gum/littering Inappropriate jewellery Eating/drinking in lessons or out of bounds	One-off disruptive behaviour resulting in removal from lesson by on-call teacher. Going out of bounds Inappropriate behaviour around the school site Intimidating language/behaviour Refusal to pick up litter Not following instructions Repeated lateness to school Subject truancy Throwing items Unauthorised use of mobile phones/headphones/smart watches Persistently poor behaviour/C1 detention attendance effort/lateness/within a faculty over a period of time* Failure to meet targets in a faculty report*	Non-attendance at or misbehaviour in a C2 detention Confrontational language towards a member of staff Vandalism/Damage to school property Sexist/Racist/Discriminatory language Smoking/Vaping Bullying Throwing an object causing injury Refusal to give name/planner when requested Refusal to hand over mobile phone/headphones when requested Offsite truancy Inappropriate use of IT Other serious offences	Non-attendance at or misbehaviour in a C3 detention Physical assaulting a member of the school community Sexist/Racist/Discriminatory incident Persistent Bullying Drug or alcohol related offence Bringing knives or weapons into school Physically or verbally intimidating a member of staff Bringing the school into disrepute Breaching Health & Safety regulations Theft Severe disruptive behaviour (authorised by the Principal only)
Consequence	One Verbal Warning /reminder by teacher/supervisor or LSA * tutors to check every morning	C1 Class Teacher/Cover Supervisor Detention Misbehaviour in this detention will result in an escalation to a C3 detention	Same Day School Detention (60 minutes) C2 DETENTIONS TO BE ENTERED BY HOF/HOY/SLT ONLY Failure to attend will result in this sanction being escalated to a C3 sanction Misbehaviour in this detention will result in an escalation to a C3 sanction Parents informed by SchoolComms message	Up to 1 day internal exclusion PLUS a Same Day School Detention (60 minutes) C3 DETENTIONS TO BE ENTERED BY SLT ONLY Failure to attend will result in the student being externally excluded the following day Parents informed by phone & letter	Any of the following as deemed appropriate by Deputy Principal: --Up to 5 day internal/fixed term exclusion -Pastoral Support Plan (with HOY) -Permanent exclusion recommendation to the Principal Parents informed by phone & letter

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 2 is given a warning about their behaviour, as well as a brief 'cooling off' period, prior to being removed from a lesson via the 'On Call' system

	Step 1	Step 2	Step 3	Step 4
Student not following basic expectations	*Teacher gives one C0 warning – student is prepared to follow classroom rules	Student continues to misbehave	Student sent outside for 'cooling off' period and a C1 is recorded on SIMS	Teacher then decides whether to allow student back into the classroom or call for the 'On-Call' Senior Teacher. On-Calls are recorded as C3s.

**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 isolated for the lesson concerned and set work. Parents are also sent a text/app message to inform them that their son/daughter has received a C3 detention to run after school that evening (see below for further information). Heads of Year, Heads of Faculty and Senior Leaders monitor the SIMS log to monitor students causing concern and introduce appropriate intervention or additional reporting systems. This can include a Faculty Report, Tutor Report and Head of Year Report.

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

A same day detention takes place from 3.05-4pm every school day for C3 incidents. 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 C4 offences, the Internal Exclusion Room (IER) may be used as an alternative to external exclusion for a small number of students – normally no more than 2 per day. When isolated, students are expected to work in silence for the day. Isolated/internally excluded students are supervised in the IER room by a member of duty staff. They are also detained at break time and lunchtime by a duty member of SLT. Failure to comply with the rules of the IER will almost always lead to a fixed-term external exclusion as per the C&C chart.

Fixed Term Exclusions

Fixed-term exclusions are used for very serious incidents of misbehaviour (almost always a C4 offence). DfE statistics show that the school is well below the national average for fixed-term exclusions. When excluded a student's parent will receive a phone call home as well as a letter. The letter details where the student can access online learning. For longer exclusions physical work may also be sent home. The Principal (or in his absence one of the Deputy Principals) must authorise any fixed term exclusion. For any given C4 offence, permanent exclusion may be considered depending on the circumstances and involvement in any similar behaviour previously (see below).

Following a fixed-term exclusion, a readmission meeting will take place between the student, his or her parents and the student's Tutor or 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 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 phonenumber 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 C5 offences in the Choices & Consequences chart 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 as 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) 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 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 mean that a member of staff may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. This may include bag and blazer pocket searches by Heads of Year and SLT. Students may also be asked to turn out their 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.

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.