



**Birchwood High School**  
*your dreams, your future, our challenge*

# Behaviour for Learning Policy

## 2025

Committee	Curriculum & Outcomes
SLT Link	Mr R Herbert & Mr C Gilbank
Approval Date	10 December 2025 as updated May 2026
Scheduled Review Date	10 December 2027



# Birchwood High School

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## 1. Policy Overview and Statutory Context

At Birchwood High School, excellent behaviour is central to a high-quality education and effective teaching and learning. We are committed to creating a calm, safe, and purposeful learning environment where all students can thrive. Our approach emphasises clarity, consistency, and mutual respect.

This Behaviour Policy sets out the principles, expectations, and systems that underpin behaviour at Birchwood High School.

This policy is written in line with statutory duties and draws on guidance from the Department for Education (DfE), including:

- **Behaviour in Schools: advice for headteachers and school staff**, February 2024
- **Suspension and Permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**, August 2024
- **Keeping Children Safe in Education 2025**
- **The Equality Act 2010**
- **Searching, Screening and Confiscation: advice for schools** July 2022
- **Restrictive Interventions, Including use of Reasonable Force, in Schools, April 2026**
- **Special Educational Needs and Disability (SEND) Code of Practice**
- **Education (Independent School Standards) Regulations 2014**

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## 2. Aims, Principles and Purpose

### 2.1 Policy Aims

- Provide a safe, calm, and orderly environment where all pupils can learn effectively.
- Establish clear behavioural expectations that prepare students for life beyond school.
- Develop students' learning habits, resilience, independence, and positive wellbeing.
- Ensure a fair, consistent, and inclusive approach to managing behaviour.

### 2.2 Policy Principles

- **Clarity and Consistency:** simple rules that are memorable and applied uniformly.
- **Positive Reinforcement:** celebrating effort, achievement, and kindness.
- **Fair Sanctions:** proportional consequences applied consistently.
- **Respect and Dignity:** all members of the school community treated with fairness.
- **Inclusion:** high expectations for all, with reasonable adjustments to support fairness.

### 2.3 Policy Purpose

- Secure a learning culture where students thrive academically and socially.



- Equip staff with clear rules and consequences to prevent and manage behaviour.
- Strengthen partnership with parents in maintaining high standards.
- Embed high expectations, strong values, and a supportive ethos.

### 3. Roles and Responsibilities

#### 3.1 Students

Students play an active role in maintaining a positive and respectful school environment. All students are expected to:

- Always Follow the Birchwood Rules.
- Demonstrate strong learning habits and complete work to the best of their ability.
- Show respect for peers, staff, visitors, and the wider community.
- Behave safely and avoid conduct that risks harm or disruption.
- Take responsibility for their actions and accept consequences when appropriate.
- Attend regularly and punctually with correct equipment.
- Behave appropriately online in line with school policies.
- Look after the school environment and report any concerns.
- Represent Birchwood positively off-site.
- Seek help from trusted adults where needed.

#### 3.2 All Staff

All staff contribute to a safe, respectful and orderly school environment. They:

- Know, understand, and apply the Behaviour Policy consistently.
- Model positive behaviour and high expectations.
- Apply the Birchwood Rules consistently across all settings.
- Reward and reinforce good behaviour.
- Apply sanctions fairly and proportionately.
- Maintain calm, structured classrooms using effective routines.
- Build positive, respectful relationships with students.
- Consider SEND needs and reasonable adjustments.
- Promote safeguarding and follow reporting procedures.
- Communicate professionally with parents.
- Support early intervention and work collaboratively with colleagues.
- Supervise students appropriately across the site.

#### 3.3 Form Tutors

Form Tutors support their tutees' wellbeing, punctuality, organisation, and readiness to learn. They:

- Monitor uniform, equipment, punctuality and attendance.
- Celebrate achievements and reinforce expectations.
- Support early intervention for low-level concerns.



### 3.4 Heads of Faculty

Heads of Faculty oversee behaviour within their department. They:

- Support staff with behaviour management in lessons.
- Monitor behaviour patterns in their subject area.
- Ensure high-quality teaching supports positive behaviour.
- Lead departmental responses to repeated or serious issues.
- Model professionalism and high expectations.
- Support new staff in understanding departmental routines.

### 3.5 Heads of Year

Heads of Year provide pastoral leadership. They:

- Support behaviour outside lessons (social times, transitions).
- Identify concerns early and implement interventions.
- Coordinate behaviour plans and external referrals.
- Lead reintegration meetings following suspensions.
- Communicate effectively with parents.
- Contribute to safeguarding and attendance processes.

### 3.6 Senior Leadership Team (SLT)

SLT ensures strategic oversight of behaviour. They:

- Ensure consistent application of the Behaviour Policy.
- Monitor behaviour data and act on trends.
- Provide staff training and professional development.
- Support staff with serious incidents.
- Promote a safe and aspirational school culture.

### 3.7 Principal

The Principal:

- Ensures effective implementation and review of the policy.
- Makes final decisions on suspensions, permanent exclusions and off-site placements.
- Promotes high expectations and inclusion.
- Ensures staff training and resources are in place.
- Reports behaviour data to governors.
- Upholds statutory duties including safeguarding and SEND.

### 3.8 Governing Board

Governors:

- Approve and monitor the Behaviour Policy, with support from the Principal
- Hold the Principal to account for the implementation of the Policy
- Review exclusion decisions.
- Uphold the Equality Act and monitor the impact of behaviour systems.
- Support high standards and a safe school environment



### 3.9 Parents and Carers

Parents and carers support behaviour by:

- Reinforcing the Birchwood Rules at home.
- Supporting interventions and attending meetings.
- Communicating respectfully and promptly.
- Ensuring attendance, punctuality, and equipment.
- Keeping the school informed of relevant issues.

### 3.10 Home School Agreement

- The Home School Agreement outlines shared commitments between students, families, and the school. Signing is voluntary and non-binding, but is strongly encouraged. No student is treated differently based on whether they and/or their family sign the agreement.

## 4. Birchwood Behaviour Expectations

### 4.1 Introduction

Birchwood High School expects all students to uphold high standards of behaviour at all times. These expectations apply in lessons, around the site, on school transport, when wearing uniform, and when representing the school off-site.

### 4.2 Transition and how students will be made aware of expectations

The school will support new students to meet behaviour standards by providing them with information about the behaviour policy, expectations for behaviour and the wider school culture.

Expectations for behaviour will be regularly reinforced and communicated to students, including through explicit information provided in form time, assemblies and PSICHE.

### 4.3 The Five Birchwood Rules

1. **Be Prepared** – arrive on time with the correct equipment and readiness to learn.
2. **Keep Your Hands, Feet and Objects to Yourself** – behave safely and respectfully.
3. **Allow Teachers to Teach and Students to Learn** – avoid disrupting learning.
4. **Be Engaged and Show Effort** – participate fully and work hard.
5. **Follow Instructions Without Question** – comply with staff directions respectfully.

### 4.4 Code of Conduct

The School have developed a Code of Conduct based on the following expectations for students:

- Be kind, courteous and supportive.
- Use respectful language.
- Be ready and equipped to learn.
- Move calmly and sensibly around the school.
- Work hard in lessons and avoid distractions.
- Maintain positive behaviour during social times and journeys.
- Care for the school environment.
- Use technology appropriately.



- Take responsibility for their actions and show resilience.

The Code of Conduct may be amended from time to time as required to clarify the above expectations.

#### 4.5 Misbehaviour

The following are examples of behaviour that is not acceptable at Birchwood. This list is not exhaustive, but is illustrative of examples of conduct that may result in sanctions

##### **Behaviour Disrupting Learning (including but not limited to)**

- Defiance/refusal to follow instructions
- Confrontational or disrespectful behaviour
- Persistent disruptions
- Lateness to lessons
- Truancy in or out of school
- Misbehaviour in exams or supervised spaces
- Inappropriate use of IT

##### **Unsafe, Harmful or Discriminatory Behaviour (including but not limited to)**

- Physical assault
- Verbal assault
- Bullying of any kind [Microsoft Word - Anti-Bullying Policy.docx](#)
- Discriminatory behaviour
- Sexual violence
- Sexual harassment
- Distribution of offensive material, including online
- Vandalism
- Stealing
- Breaching health and safety rules

##### **Possession or use of Prohibited Items (including but not limited to)**

- Vapes
- Alcohol
- Drugs
- Weapons
- Other banned items (see Section 7)

##### **Dishonesty (including but not limited to)**

- Forging notes
- Providing false information

##### **Mobile Phone / Device Misuse (including but not limited to)**

- Seen, heard or used during the school day
- Refusal to hand over the phone or device



### Misbehaviour Relating to Routine Expectations (including but not limited to)

- Lateness after 9:00am
- Uniform Card / Punctuality Card breaches (see Section 5)
- Repeated missing equipment

## 5. Uniform and Punctuality

All students are required to:

- attend school each day in correct uniform, and,
- arrive punctually to school and to lessons

Students arriving with incorrect or missing uniform are met at the Greeting Gate, where they borrow required items from the uniform store and return them at the end of the day.

Refusal to comply results in the student remaining in BASE or waiting in Visitor Reception until parents bring correct items.

Students arriving to school after 9am, without an authorised reason, will receive a same day lunchtime detention

### 5.1 Uniform and Punctuality Cards

Every half term a student receives:

- a **Uniform Card**
- a **Punctuality Card**

Both must be produced at any time when requested by a member of staff. Lateness to a lesson or a uniform infringement will result in a “strike” being entered on the appropriate card. For each card:

- A 5 Strike rule applies, on the marking of the fifth strike the student will receive a lunchtime detention
- Any student who has lost their card will receive a lunchtime detention
- Any student who refuses to hand over their card will receive a lunchtime detention

Student Reception processes cards and logs detentions. Cards handed in before lunch result in a same-day detention; cards handed in after lunch result in a detention the next day.

## 6. Mobile Phones

**See it. Hear it. Lose it.**

To maintain a safe, focused environment, students may not use or display mobile phones or electronic devices at any point during the school day (08:40–15:15).

Devices must be **switched off and kept out of sight**.



This applies to all areas of the school site and includes (but is not limited to):

- classrooms
- corridors and social areas
- canteen
- toilets
- outdoor areas
- assemblies and tutor time

A phone/device is in breach if it is:

- *seen* (even if not in use)
- *heard* (notifications, alarms, vibration)
- *used* (recording, messaging, social media, gaming, etc.)

#### 6.1 Mobile Device Confiscation Procedure

If a Mobile Device is seen, heard, or used it will be confiscated. The following procedures will apply.

##### First and Second Confiscations

- Student collects device at end of day
- The incident is recorded
- The student is given a reminder of the expectations

##### Third Confiscation

- Parents are informed and must collect the device from the School
- Logged as repeated breach.

All further confiscations in that school year will be subject to parental collection. If a student refuses to hand over a device this will be sanctioned with a lunchtime detention in BASE.

## 7. Prohibited Items

Possession of the following items is explicitly prohibited:

- Corrosive or other dangerous substances
- Weapons of any description, including imitations and replicas
- Tobacco, cigarette papers and nicotine products
- Vapes and vape liquids, e-cigarettes or similar products
- Knives or sharp instruments
- Alcohol, illegal drugs or psychoactive substances
- Drug paraphernalia
- Pornographic images and material
- Fire-lighting equipment (matches, lighters)
- Fireworks and explosives
- Stolen items



- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the school or of the pupil themselves
- Any other item not included above that is included in the DFE guidance
- Energy Drinks

Confiscation, sanctions and police involvement will follow the relevant Department for Education guidance. Sanctions for the possession of a prohibited items may include suspension or permanent exclusion.

## 8. Inclusion and SEND Support

The school will consistently and fairly promote high standards of behaviour for all pupils and provide appropriate additional support where needed, to ensure pupils can achieve and learn as well as possible.

The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

In responding to misbehaviour, the school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the Equality Act 2010 and schools guidance.

All students will be expected to meet the behaviour standards to secure the wellbeing and safeguarding of themselves and others.

Where a special educational need or disability has been considered a contributory factor then the school will consider whether any reasonable adjustments need to be made to the sanction to reflect this. The school will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

## 9. Rewards and Recognition

### 9.1 Introduction

Birchwood recognises and celebrates positive behaviour, effort and achievement. Rewards reinforce the school's values and expectations and motivate students.

### 9.2 Rewards and Systems

In addition to informal recognition such as verbal praise. Positive behaviour, effort and achievement will be rewarded using the following systems:

- **Right Thing Card:** All students are issued with a Right Thing Card. Staff observing students doing the right thing will sign the student's card. When a student has received 3 signatures they are rewarded with breakfast with the Head of Year
- **4 Praise:** At the end of each lesson, teachers praise four students



- **Certificates:** Recognising achievement or contribution
- **Celebration Assemblies:** Termly recognition events [criteria?]
- **Gold/Silver/Bronze Recognition:** Based on Achievement points and conduct
- **Postcards/Letters Home:** Celebrating excellence
- **Headteacher Commendations:** For exceptional contribution

### 9.3 Achievement Points

Achievement Points may be awarded by any member of staff and contribute to individual and House totals:

- **1 point** – Good consistent effort
- **3 points** – Subject praise or notable contribution
- **5 points** – Exceptional work or sustained progress
- **10 points** – Representing the school or external recognition

## 10. Sanctions

### 10.1 Introduction

While Birchwood prioritises positive behaviour, sanctions are used when behaviour falls short. The School uses sanctions in such a way to ensure:

- safety
- consistency
- fairness
- restoration
- accountability

Staff consider the context, SEND needs and proportionality before issuing sanctions.

### 10.2 Responding to misbehaviour

When a pupil's behaviour falls below the expected standard, staff will respond in order to restore a calm and safe learning environment, and to prevent a recurrence of negative behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

The school may use one or more of the following sanctions in response to unacceptable behaviour

- Verbal reminder / re-teaching expectations
- Classroom consequences (seat change, short hold-back)
- Restorative conversations
- Confiscation
- Lunchtime detention
- After-school detention (Principal's Detention)



- Removal from lesson to supervised area
- Requirement to attend BASE
- Suspension
- Permanent exclusion (for the most serious or persistent cases)

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Where the school considers it necessary, support to improve behaviour will be implemented, including pastoral interventions. See Section 12 below.

### 10.3 Removal from Lessons

When misbehaviour occurs in lessons, staff will apply the following staged response:

- Verbal reminder
- One-to-one discussion
- Classroom consequence
- Removal from the lesson for persistent or serious issues

Immediate removal from a lesson occurs if behaviour poses a risk, including:

- Extreme Defiance
- Physical aggression
- Threatening behaviour
- Possession of dangerous items

An appropriate sanction may be applied in addition to the removal

**First removal of the day:** The student will spend the rest of period in BASE and will receive a lunchtime detention

**Second removal of the day:** The student will spend the remainder of day in BASE and will receive a lunchtime detention

If a student is removed to BASE, this is recorded on Arbor and can be viewed by Parents.

Students who are removed from a lesson to attend BASE are expected to make their way directly from the classroom to BASE. Any student who takes longer than 10 minutes to arrive at BASE after removal from a lesson will spend the remainder of the day in BASE.

Students who refuse to attend a lesson will remain in BASE for the rest of the day.

Three removals from the same department may trigger **Faculty Action:** This may involve a meeting with the student's family and teacher, Head of Faculty or Key Stage Coordinator. A faculty/teacher report may also be implemented.

### 10.4 Detentions

Students may be issued with a detention by any member of staff.



Parents will be given a minimum of one day's notice for a Principal's Detention.

School staff should not issue a detention where there is reasonable concern that doing so would compromise a pupil's safety. The following will be considered:

- Whether the detention is likely to put the student at increased risk
- Whether the student has known caring responsibilities
- Whether the detention conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

The school has two types of detention:

#### **Centralised Lunchtime Detention**

- Daily, 12:20–12:50
- This allows reasonable time for students to eat, drink and use the toilet

#### **Principal's Detention**

- After school: Monday, Wednesday and Friday (15:15–16:00)

If a student fails to attend a detention they will be placed in BASE for the following school day

If a student refuses to attend a detention this will lead to an escalation of the sanction. This could include a referral to BASE or a possible suspension.

Parents should address any concerns about a detention to the Head of Year in the first instance. Please note that parental consent is not required for a detention that has been issued in accordance with this policy.

## 11. BASE (Behaviour, Accountability, Support, Engagement)

### 11.1 Purpose

BASE is the school's most serious internal sanction.

It is used for:

- repeated non-compliance
- serious misconduct
- high-level disruption
- significant breaches of the Behaviour Policy

BASE provides a structured environment where students reflect, take responsibility, and re-engage with learning before reintegration.



### 11.2 Principles

- **Behaviour:** Understand and address causes of misconduct
- **Accountability:** Take responsibility for actions
- **Support:** Receive guidance to improve
- **Engagement:** Re-establish positive participation in learning

### 11.3 Operation

- BASE is located in a dedicated building, managed by Student Support Officers with leadership oversight.
- Work is provided for students required to attend BASE
- Students may be required to attend for a full day or part-day depending on the severity of the incident.
- Full-day placements include a lunchtime detention.
- Areas within BASE include:
  - All-Day Work Area
  - Lesson Removal Area
  - Reflection and Regulation Room
  - Supervised outdoor space

### 11.4 Expectations

Students in BASE must:

- Hand in mobile phones on arrival
- Follow instructions immediately
- Maintain correct uniform
- Work in silence unless requesting help
- Complete all work set to an acceptable standard
- Remain in BASE for the full duration, including lunch
- Use toilets only under supervision
- Use outdoor space only at allocated times
- Behave safely at all times

### 11.5 Tiered Behaviour Management in BASE

1. **Warning** – reminder of expectations
2. **Final Warning** – clear instruction to improve
3. **BASE Consequence** – action taken (seat move, restorative conversation, relocation)
4. **First Phone Call Home** – behaviour concern shared
5. **Second Phone Call Home** – failure to improve may result in suspension
  - Students return to complete remaining BASE time next day

Unsafe behaviour or serious misbehaviour may result in immediate suspension.

### 11.6 Outcomes

BASE supports:

- reflection
- responsibility
- improved conduct
- restorative work



- successful reintegration

## 12. Behaviour Monitoring and Intervention

Birchwood uses a staged intervention system to ensure consistency and early support. This graduated system ensures that all students are supported through clear routines, consistent consequences, and structured opportunities for reflection. Each stage builds on the previous, balancing accountability with support, and aims to secure long-term behavioural improvement while reducing the risk of exclusion.

The stages and timelines set out below may be adjusted by the school on a case-by-case basis.

### 12.1 Tutor Report – Early Behaviour Monitoring

**Purpose** : Used for low-level disruption, inconsistent effort or poor organisation.

**Review** : A review meeting will be held, which is attended by the relevant staff member, students, and parents, where appropriate. At the review, the tutor will determine the next steps which may be:

- Step down – Tutor Report ends
- Remain on Tutor Report
- Escalate to HoY Report

### 12.2 Head of Year (HoY) Report

**Purpose** : Used for persistent or escalating concerns.

**Review** : A review meeting will be held, which is attended by the relevant staff member, students, and parents, where appropriate. At the review, the HoY will determine the next steps which may be:

- Step down
- Remain on HoY report
- Escalate to SLT Report

### 12.3 Senior Leadership Team (SLT) Report (This stage will not routinely apply after Summer half term 2026. TIP below will include SLT supervision where the SLT consider this appropriate)

**Purpose** : For serious or repeated concerns requiring senior oversight. This level of report indicates significant concern and requires close monitoring

**Review** : A review meeting will be held, which is attended by the relevant staff member, students, and parents, where appropriate. At the review, the SLT will determine the next steps which may be:

- Step down
- Remain on SLT report
- Escalate to TIP

### 12.4 Targeted Intervention Plan (TIP)

**Purpose** : Targeted intervention (pre-PSP), may incorporate SEN strategies, mentoring, pastoral support and referral / input from external agencies where possible and appropriate. A TIP may be supervised by a member of SLT in conjunction with the Head of Year:



**Review (after 4 weeks)** : A review meeting will be held, which is attended by the relevant staff member, students, and parents, where appropriate. At the review, the staff member will determine the next steps which may be:

- Step down
- Continue with modified targets
- Escalate to PSP

### 12.5 Pastoral Support Programme (PSP)

**Purpose** : Intensive support plan coordinated by HoY & SLT.

Used when behaviour remains concerning despite interventions. A PSP will involve close monitoring, family engagement, SEN strategies and input from external agencies where possible and appropriate.

**Review (after 4 weeks)** A review meeting will be held, which is attended by the relevant staff member, students, and parents, where appropriate. At the review, the PSP lead will determine the next steps which may be:

Step down to TIP

- Continue with adapted interventions
- Where a student's behaviour is not considered to have sufficiently improved, options to be considered may include managed move, alternative provision, or permanent exclusion

The length of the expected PSP cycle will be determined with reference to time spent on TIP report, with the anticipated combined time for both reports being 16 weeks (subject to case by case adjustment).

Where a student's behaviour shows no sign of improvement or worsens the PSP process may end before the anticipated cycle is completed.

## 13. Suspension and Permanent Exclusion

### 13.1 Overview

The school will use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe and supportive environment where both students and staff can work in safety and are respected.

All decisions will follow the principles of administrative law, that is

- Lawful
- Reasonable
- Fair
- Proportionate

The DfE's statutory guidance on school suspensions and permanent exclusions [School suspensions and permanent exclusions - GOV.UK](#) will be followed and should be referred to for further information about how the school and the governing body will approach all aspects of suspensions and permanent exclusions, including how decisions will be made, recorded, the procedures to be followed and how decisions will be reviewed.



### 13.2 Decision-Making

- Only the Principal may make the decision to permanently exclude a student
- The Principal or, (in the absence of the Principal), a Deputy Principal may make the decision to suspend a student.
- Decisions are made on the **balance of probabilities**.

### 13.2 Suspensions (Fixed-Period Exclusions)

A suspension may be issued for behaviour that [breaches the School's expectations](#):

- Examples of behaviour that may result in suspension include (but are not limited to), misbehaviour in BASE, possession use or threat of use of a prohibited item, abusive or threatening behaviour including physical assault, discriminatory actions or comments, behaviour that places the student or others at risk, defiance or refusal to follow instructions, theft or damage to school or personal property, misuse of ICT, truancy or absconding from the school site, refusal to comply with a search or to hand over confiscated items, any other incident as identified by the Principal.

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### 13.3 Permanent Exclusion

A student may be permanently excluded

- **in response to a serious breach of the behaviour policy, or**
  - **for persistent breaches of the behaviour policy**
- and**
- Where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school

Examples of serious breaches of the behaviour policy that may result in permanent exclusion include (but are not limited to), physical assault on a member of staff, serious physical assault of a student, sexual assault, serious threats of violence, possession of weapons, serious bullying (included repeated bullying), serious discriminatory abuse, drug-related incidents, serious incidents of any other of the behaviours set out at 13.2 above, any other serious incident as identified by the Principal.

All incidents involving the possession of weapons or illegal substances will be considered for permanent exclusion.

### 13.4 Procedural Fairness

Students are given the chance to explain their version of events.

Parents/carers are informed promptly by telephone and receive written notice outlining:

- type and length of suspension / exclusion
- reasons for the suspension / exclusion
- rights of representation
- next steps

### 13.5 Reintegration

After any suspension, a reintegration meeting is held with the:

- student



- parent/carer
- HoY
- senior leader (if appropriate)

The reintegration meeting will focus on:

- expectations
- improvement
- support plans
- monitoring

### 13.6 Students at risk of Permanent Exclusion

If a student is at risk of permanent exclusion, the school may consider:

- a **managed move** to another school (only where this is in the best interests of the student and with parental agreement)
- a placement in **alternative provision**
- referral to external services

These are case-by-case decisions

### 13.7 Off-Site Direction

The Principal **may arrange a short-term placement at another setting** to support behaviour improvement.

#### Key principles:

- **Purpose:** To prevent exclusion and support positive change
- **Not a sanction:** It is an intervention, not a disciplinary measure
- **Review:** Must be reviewed at least every 30 school days
- **Parental involvement:** Parents are informed in writing; consent is not required but views are sought
- **Reintegration:** Planned reintegration into Birchwood

## 14. Safeguarding and Behaviour

All safeguarding concerns take precedence over behaviour processes.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The school will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this is the case the school will follow its Child Protection Policy, and will consider whether pastoral support, early help intervention or a referral to children's social care is appropriate.



Please refer to the Child Protection Policy [\[link\]](#) for more details.

Please refer to section 19 below for information relating to the school's approach to sexual harassment and sexual violence

## 15. Scope of this Policy and Behaviour Beyond the Classroom

### 15.1 Scope of this Policy

Birchwood students are expected to meet high behavioural standards in all contexts. This Policy applies to all students both on and off the school premises, including when they are:

- On the school site during the school day
- Travelling to and from school
- Wearing school uniform or representing the school
- Taking part in school trips, visits, or fixtures under the school's duty of care.

The school's jurisdiction does not normally include incidents when students are out of uniform, such as evenings or weekends. However, where out-of-school behaviour has a direct impact on the welfare of others, brings the school into disrepute, or occurs on school property, the school may take appropriate action in line with this policy.

### 15.2 Online Conduct

Sanctions may apply when online behaviour:

- harms another person
- involves bullying or harassment
- threatens safety
- brings the school into disrepute
- uses school devices or systems inappropriately

### 15.3 School Trips and Off-Site Activities

All school rules apply.

Students may be withdrawn from trips for unsafe or serious misconduct.

### 15.4 Representing the School

Expectations apply during:

- fixtures
- performances
- competitions
- public events

Students may be removed from activities for misconduct.



## 16. Use of Reasonable Force

[Please refer to Physical Intervention Policy which provides more information.](#)

Under the **Education and Inspections Act 2006**, staff have a statutory power to use reasonable force to prevent:

- an offence
- injury to any person
- damage to property
- disruption to the good order and discipline of the school

Use of force must always be:

- proportionate
- necessary
- a last resort
- for the minimum time required

All incidents involving reasonable force must be:

- recorded using the school's reporting system
- reported to parents/carers
- reviewed by a senior leader

Staff must consider any SEND factors when using or assessing reasonable force.  
Relevant staff receive positive handling training.

## 17. Searching, Screening and Confiscation

Birchwood follows the DfE **Searching, Screening and Confiscation** guidance (2022, updated 2024).

### 17.1 Right to Search

Staff may search students if there are reasonable grounds to suspect they possess a prohibited item.

### 17.2 Who Conducts a Search

- Searches are conducted by two staff members
- At least one must be the same sex as the student
- Exception: where immediate risk of serious harm exists, a single staff member may search

### 17.3 Extent of Search

- Bags, lockers, and outer clothing may be searched
- Handheld metal detectors may be used
- Electronic items may be searched in line with DfE guidance

### 17.4 Parental Involvement

Parents will be informed within 24 hours of a search and the outcome of that search for the following prohibited items:



- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco and cigarette papers;
- fireworks; and
- pornographic images

A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The school will report searches for other prohibited items, for example vapes or energy drinks, where items are found or where the school considers it necessary that parents are informed of the search.

Staff complete a form to record that the search has taken place, and this is subsequently shared with parents/carers.

### 17.5 Retention and Storage

Confiscated items must be:

- recorded and labelled
- stored securely
- handled appropriately based on item type

Electronic devices must be handled according to data protection requirements. Schools may retain digital evidence on a secure network and delete copies from devices.

Substances or illegal items are handed to police.

### 17.6 Disposal

Items may be:

- returned to student/parent
- retained for evidence
- destroyed (e.g., vapes, pornographic material)

Records of confiscation are kept for at least one academic year.

### 17.7 When the Police Are Informed

Police involvement will be informed by the relevant guidance, including when:

- controlled drugs or illegal substances are found
- weapons, imitation firearms or corrosive substances are discovered
- stolen property of significant value is found
- the search has uncovered; hate speech, exploitation, indecent images, or criminal behaviour

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## 18. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal or another member of Senior Leadership will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 19. 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
- Decided 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
- 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

### **Key procedures:**

- Immediate referral to DSL
- Consideration for both alleged victim(s) and alleged perpetrator(s)
- Sensitive, proportionate investigation
- Parent communication where appropriate
- Clear record-keeping



- Support for all involved
- Preventative work via curriculum and pastoral systems

Please refer to our child protection and safeguarding policy for more information [download.asp](#)

## 20. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection policy for more information on responding to allegations of abuse against staff or other pupils.

## 21. Training and Professional Development

Birchwood is committed to building staff confidence and consistency in managing behaviour.

Training includes:

- An Induction to the Behaviour Policy and systems for new staff
- The Behaviour System and staged responses
- Assertive behaviour strategies
- Legal responsibilities (searching, confiscation, reasonable force)
- SEND and safeguarding considerations

Ongoing support is provided through:

- CPD sessions
- coaching
- faculty meetings
- mentoring for new staff



## 22. Monitoring and Review

Behaviour and rewards are tracked across the school.

Daily behaviour data includes:

- BASE removals
- name
- date
- week
- year group
- period
- teacher
- faculty
- reason for removal

SLT and governors analyse behaviour patterns and data to:

- ensure fairness
- identify emerging issues
- monitor impact on groups with protected characteristics
- fulfil obligations under the **Public Sector Equality Duty (PSED)**

The Behaviour Policy is reviewed regularly with input from staff, governors, parents/carers, and students.

## 23. Student Voice

Student views are gathered through:

- surveys
- focus groups
- BASE reflection sheets

All students placed in BASE complete a Behaviour Reflection Sheet to support accountability and improvement.



## Appendices

### Appendix A – Birchwood BASE: Behaviour Reflection Sheet

*(As used by students following incidents. No formatting changes made here — retains current school template.)*

### Appendix B – Cards Templates

Templates for:

- Uniform Card
- Punctuality Card
- Rewards Card

*(Provided in Publisher format and issued annually.)*

### Appendix C – Code of Conduct

A Birchwood student is **Respectful and Kind**.

#### **Being Kind**

- Be courteous and supportive
- Treat others as you want to be treated

#### **Respecting Everyone**



- Use respectful language
- No swearing, bullying or discrimination
- Listen carefully without interrupting

#### **Being Ready to Learn**

- Arrive on time
- Wear uniform with pride
- Bring required equipment

#### **Moving Calmly**

- Follow any one-way systems
- No running, pushing or play-fighting
- Be where you should be

#### **Working Hard in Lessons**

- Sit down and prepare for learning
- Start "Do Now" immediately
- No calling out
- Stay in the correct seat
- Complete tasks with effort

#### **Ending Lessons Well**

- Pack up quietly
- Stand behind chairs in silence
- Leave when dismissed

#### **Break, Lunchtime, Before/After School**

- Queue politely
- No swearing or rough behaviour
- Eat in designated areas
- Represent Birchwood positively
- Travel safely and respectfully

#### **Looking After School**

- Take care of property
- No chewing gum
- Keep site litter-free
- Use technology responsibly
- Follow mobile phone rules

#### **Reflecting and Improving**

- Take responsibility



- Attend detentions
- Use reflection time well
- Learn from mistakes

#### **Earning Positives**

- Show kindness, effort and resilience
- Be a role model
- Celebrate success

#### [Appendix D – Home School Agreement](#)

#### **Shared Vision**

Education works best through partnership between school, students, and families.

#### **Parents/Carers Will:**

- Ensure correct uniform
- Support punctuality and attendance (aim for 97%+)
- Communicate with school
- Support behaviour policies and sanctions
- Monitor homework via Satchel One
- Promote respectful conduct online
- Report safeguarding concerns
- Encourage participation in enrichment

#### **Students Will:**

- Attend daily, on time, equipped and in uniform
- Bring uniform/punctuality/rewards cards
- Work hard in lessons and at home
- Be respectful and kind
- Follow instructions first time
- Accept consequences
- Keep phone off and out of sight
- Report concerns

#### **The School Will:**

- Provide a calm, safe, purposeful environment
- Deliver high-quality teaching
- Uphold consistent behaviour expectations
- Reward kindness, effort and progress
- Communicate with parents
- Safeguard all students



## Appendix E – BASE Policy and Rules

### **General Rules**

- Phones collected on arrival; returned when placement ends
- No eating/drinking except at designated times
- Students remain in BASE for entire placement
- Toilets used one at a time under supervision
- Uniform worn correctly
- Respect equipment and environment
- Unsafe behaviour → suspension and parental collection

### **Tiered Behaviour Approach**

1. Warning
2. Final Warning
3. BASE Consequence
4. First Phone Call Home
5. Second Phone Call Home → possible suspension

### **BASE Areas and Expectations**

#### **Main Working Space**

- Silent working
- Complete set work
- Respect equipment
- Remain seated unless permitted

#### **Reflection Room**

- Silent
- Used to calm/regulate
- No interaction with peers

#### **Lesson Reflection Area**

- Complete reflection sheet
- One-to-one discussion
- Return to work afterwards

#### **Outdoor Space**

- Used only at staff direction
- Calm behaviour
- Respect boundaries
- No littering