



Birchwood High School

your dreams, your future, our challenge

Behaviour for Learning Policy

2026

Committee	Curriculum & Outcomes
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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**, July 2026
- **Keeping Children Safe in Education** 2026
- **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** Jan 2015

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

Birchwood High School uses a rules-based approach to establish clear, consistent and easily understood standards of behaviour. The school's three overarching expectations are:

- Show Respect
- Work Hard
- Be Safe

These expectations apply throughout the school day, including in lessons, during registration and assemblies, when moving around the site, at social times and when students represent the school off-site.

The three expectations are supported by the Five Birchwood Rules, which explain the specific behaviours expected from students:

Show Respect

1. Allow teachers to teach and students to learn.
2. Follow staff instructions promptly and respectfully.

Work Hard

3. Be prepared and ready to learn.
4. Be engaged and show effort.



Be Safe

5. Keep hands, feet and objects to yourself and use equipment safely.

Staff will teach, model and reinforce these expectations through assemblies, form time, classroom routines and everyday interactions. Students will receive recognition when their behaviour reflects the expectations and school values.

Where a student's behaviour falls below these standards, staff will identify the relevant expectation or rule, explain the behaviour required and apply the school's staged behaviour process where appropriate. This provides a consistent language through which positive behaviour can be recognised and unacceptable behaviour addressed.

The expectations and rules apply equally to all students. The school will consider individual needs and make reasonable adjustments where appropriate, while maintaining high expectations for behaviour, learning and safety.

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)

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

Dishonesty (including but not limited to)

- Forging notes
- Providing false information

Mobile Phones

Breaches of the Mobile Phone Policy, including but not limited to:

- possessing, accessing or using an unsecured mobile phone / device with independent data or e sim functionality during the school day;
- bringing a second or concealed phone onto the school site;
- failing to secure a phone in the assigned Phone Locker pouch;
- tampering with or deliberately damaging a pouch;
- using an unofficial unlocking device;
- providing inaccurate information about possessing a phone; and
- refusing to hand over a phone when instructed.

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 in BASE, 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 who arrive at school between **8:40am and 8:50am** will have their punctuality card signed and then attend their form class as normal.

Students arriving between **8:50am and 9:00am** will have their punctuality card signed and will remain in **BASE** until the beginning of Period 1.

Any student arriving **after 9:00am** without an authorised reason will be issued with 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 school between 8:40am and 9:00am or 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

Staff in BASE and Reception process cards and log detentions. Cards handed in before 11:30 result in a same-day detention; cards handed in after 11:30 result in a detention the next day.

6. Mobile Phones

Birchwood High School operates as a (student 11-16) mobile phone-free school throughout the school day. This includes registration, lessons, movement between lessons, breaktime and lunchtime.

Students who bring a mobile phone to school or any device with independent data or e sim functionality, must follow the procedures set out in the school's Mobile Phone Policy. Students must:

- bring only one mobile phone onto the school site;
- bring their school-issued Phone Locker pouch each day;
- place their phone inside the pouch and lock it on arrival;
- keep the locked pouch securely inside their school bag throughout the school day;
- not access or use their phone until they have left the school site;



- not tamper with, damage or attempt to open the pouch;
- not use an unofficial magnet or other device to unlock a pouch;
- not conceal a phone or provide inaccurate information about possessing one; and
- not use another item of smart technology to circumvent the policy.

Pouches will be checked at the school gate and during morning registration. The school may also undertake proportionate checks during the school day.

Where a phone is seen, heard or otherwise identified outside a locked Phone Locker pouch, it will normally be confiscated and the graduated consequences contained within the Mobile Phone Policy will be applied. Depending upon the frequency and seriousness of the breach, these consequences may include a lunchtime detention, Principal's Detention, placement in BASE, parental collection and confiscation for a longer period.

The school may move directly to a higher consequence where there is deliberate concealment, significant defiance, repeated refusal, inappropriate recording, online harm, a safeguarding concern or another serious aggravating factor.

A failure or refusal to hand over a phone when instructed will be treated as a separate act of defiance and may result in an additional sanction under this Behaviour for Learning Policy.

Searches, checks and confiscations relating to mobile phones will be undertaken in accordance with the school's Searching, Screening and Confiscation procedures and current statutory guidance.

Reasonable adjustments or individual arrangements may be agreed where these are necessary because of a student's medical condition or another identified need. Any such arrangement must be formally agreed and recorded by the school.

Full details are provided in the school's **Mobile Phone Policy and Procedures at Appendix F**, including:

- arrival and departure procedures;
- forgotten, lost or damaged pouches;
- arrangements for students who do not bring a phone;
- searches, checks and confiscation;
- reasonable adjustments;
- arrangements for trips and visits; and
- the graduated consequences for breaches.

For the Mobile Phone Policy and Procedure please see Appendix F

7. Prohibited Items

Possession of the following items is explicitly prohibited:

- Mobile Phones / Devices with independent data or e-sim functionality
- 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.



For students who misbehave while in BASE, suspension may be considered. Any time in BASE that is not completed must be completed on the student's next day in school.

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 after the detention
- A BASE detention will run each day from 12:35 – 1:10 for those in BASE all day and anyone who can be picked up due to missing their planned lunchtime detention that day.

Principal's Detention

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

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

If a student misbehaves in 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 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:

- 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. **First Warning** – reminder of expectations
2. **Final Warning** – clear instruction to improve



3. **BASE Consequence 1** – action taken (seat move / restorative conversation / relocation to DHL and **First phone call home**)
4. **BASE Consequence 2** – move room in BASE.
5. **Second Phone Call Home** – failure to improve may result in suspension
 - Students return to complete remaining BASE time the 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

The school uses a graduated reporting system to support students whose behaviour is causing concern. Reports are intended to provide clear expectations, regular feedback and coordinated support so that students can improve their behaviour and demonstrate sustained progress.

Reports are supportive interventions and do not replace the sanctions that may be applied for individual incidents of unacceptable behaviour.

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

Report expectations

When a student is placed on report:

- clear and achievable behaviour targets will be agreed;
- the student must carry the report and present it to the relevant member of staff at the beginning of each lesson or identified part of the school day;
- staff will record whether the student has met their targets;
- the student must take responsibility for ensuring that the report is completed;
- progress will be reviewed regularly by the member of staff leading the report; and
- parents or carers will be informed and may be asked to review and sign the report each day.

Failure to present, complete or look after a report may result in an appropriate sanction and will be considered when the student's progress is reviewed.



12.1 Tutor Report – Early Behaviour Monitoring

Tutor Report is the first stage of the graduated process. It is used where concerns have emerged regarding a student's behaviour, engagement, organisation or readiness to learn.

The Form Tutor will monitor the student's report, discuss progress with them regularly and recognise improvements. Parents or carers will be informed that the report has started.

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

Where sufficient and sustained improvement has not been demonstrated through Tutor Report, the student may progress to Head of Year Report.

The Head of Year will establish appropriate targets, monitor progress and communicate with the student's parents or carers. Additional pastoral support or intervention may be introduced where appropriate.

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 TIP Report

12.3 Targeted Intervention Plan (TIP)

Where concerns continue following Head of Year Report, the student may be placed on a Targeted Intervention Plan.

The plan will identify the specific behaviours causing concern, the improvements required and the support that will be provided. Progress will be reviewed by the Head of Year and other appropriate staff. Parents or carers will be involved in the plan and may be invited to attend review meetings.

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: 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

12.4 Pastoral Support Programme (PSP)

A Pastoral Support Plan is the most intensive stage of the graduated reporting process. It is used where previous support has not secured sufficient improvement or where there are serious or persistent concerns regarding a student's behaviour.

The plan will set clear targets and identify the pastoral, educational or external support required. It will be developed and reviewed with the student, their parents or carers and appropriate school staff. The possible consequences of failing to demonstrate sustained improvement will be made clear.

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 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 offsite direction, 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.

Movement between stages will be based on the impact of the intervention, the student's progress and the professional judgement of school staff.

Where a student demonstrates sustained improvement, the school may end the report, extend the current stage or move the student to a lower level of monitoring. Where insufficient improvement is demonstrated, the student may move to the next stage of support.

The school reserves the right to begin at, or move directly to, a higher stage where the frequency or seriousness of the behaviour makes this appropriate. Any decision will take account of the student's individual circumstances, including SEND, safeguarding needs and any reasonable adjustments.

Please see the Behaviour Support flowchart in appendix G

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.

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:

- an offsite direction to another school (only where this is in the best interests of the student and with or without parental agreement)
- a placement in alternative provision
- referral to external services

These are case-by-case decisions

13.7 Temporary Forbidding from School Premises for Safeguarding Reasons

The school may temporarily forbid a pupil from attending the school premises where this is necessary to safeguard and protect one or more pupils while a safeguarding concern or allegation is considered. Such a decision is a safeguarding measure, not a disciplinary suspension or permanent exclusion, and must not be used as a sanction or as an informal or unofficial exclusion. The decision must be lawful, necessary and proportionate, take account of the pupil's individual circumstances and the school's equality and human rights duties, be reviewed regularly, and last no longer than required. The school will ensure suitable education is provided during the period, plan for the pupil's reintegration, inform parents or carers and the governing board without delay, and keep an accurate written record of the decision, reasons and reviews.

13.8 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:

- Mobile Phones
- 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

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
- Follow the school's Mobile Phone Policy and, when bringing a phone to school, secure it in the assigned Phone Locker pouch on arrival.
- 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

- 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

Appendix F – Mobile Phone Policy and Daily Procedures

Mobile Phones

Birchwood is committed to providing a phone-free environment throughout the school day. Mobile phones and other smart technology can cause distraction, disrupt learning and negatively affect pupils' wellbeing and social interaction.

From September 2026, students who bring a mobile phone to school must secure it in their school-issued Phone Locker pouch on arrival. The pouch must remain locked and stored in the student's school bag throughout the school day. Students retain possession of their phone but must not be able to access or use it until they leave the school site.

Students must not:

- bring more than one mobile phone onto the school site;
- use, access or possess an unsecured mobile phone during the school day;
- tamper with, damage or attempt to open a Phone Locker pouch;
- use an unofficial magnet or any other device to unlock a pouch;
- conceal a phone or provide inaccurate information when questioned by a member of staff; or
- use another item of smart technology in a way that circumvents this policy.



Pouches will be checked at the school gate and again during morning registration. The school may also undertake proportionate spot checks during the day.

Where a student breaches these expectations, the phone will be confiscated and the school's published graduated consequences will be applied. These may include detention, placement in BASE, parental collection and confiscation for a longer period. A failure or refusal to hand over a phone when instructed will be treated as defiance and will result in an additional sanction.

Where a student states that they do not have a mobile phone with them on a particular day, they may be asked to show a member of staff the contents of their school bag and a handheld detection wand may be used to complete an additional check. This provides the school with reassurance that the student is not carrying a mobile phone and allows them to continue into school as normal. The outcome of the check will be recorded, and parents/carers will be informed.

Reasonable adjustments or individual arrangements may be agreed where access to a mobile phone is necessary because of a student's medical condition such as diabetes. Arrangements must be agreed formally with the school.

Where a student does not intend to bring a mobile phone to school and therefore wishes to be exempt from the requirement to carry a Phone Locker pouch each day, this must be formally discussed and agreed with the school. An exemption will only be authorised following a meeting involving the student, their parent/carer, the student's Head of Year and a member of the Senior Leadership Team. Once agreed, the exemption will be formally recorded so that relevant staff are aware that the student is not expected to bring either a mobile phone or Phone Locker pouch to school. Should the student subsequently choose to bring a mobile phone onto the school site, they will be required to use a Phone Locker pouch in accordance with the school's mobile phone procedures.

Further details of the daily process, forgotten or damaged pouches and the graduated consequences for breaches are provided below.

Mobile Phone – Daily Procedures

Birchwood operates as a mobile phone-free school throughout the school day, including lessons, registration, movement between lessons, breaktime and lunchtime.

The Phone Locker pouch allows students to retain possession of their phone for travelling to and from school while preventing access to it during the school day. The procedure is intended to:

- reduce distraction and disruption;
- improve students' focus and engagement in learning;
- encourage positive social interaction;
- support student wellbeing; and
- provide a clear and consistent approach across the school.

Student Expectations

Students who bring a mobile phone to school must:

1. bring only one mobile phone onto the school site;
2. bring their Phone Locker pouch to school every day;



3. place their phone inside the pouch when they arrive at the school gate;
4. ensure that the pouch is securely locked before entering the school;
5. place the locked pouch inside their school bag;
6. keep the pouch locked and stored securely throughout the school day; and
7. unlock the pouch only at one of the designated unlocking stations when leaving the school site at the end of the day.

The pouch remains the responsibility of the student to whom it has been issued. It must not be exchanged, shared, deliberately damaged, marked or tampered with.

Pouches will be checked at the school gate and during morning registration. Selected staff may also use handheld unlocking devices to undertake spot checks or respond to an exceptional situation.

Arrival to school

On arrival, students must place their phone inside their Phone Locker pouch at the school gate. Staff will check that the phone is inside and that the pouch has been locked before the student enters the school.

Students that forget their phone pouch

Where a student brings a phone but does not have their pouch:

- the student will report to BASE;
- the phone will be handed to staff and stored securely for the school day;
- the incident will be recorded on Arbor;
- a communication will be sent to the student's parent or carer; and
- the student will then enter school and follow their normal timetable.

Students that state that they do not have a phone on them that day.

When a student states that they do not have a phone:

- the student will report to BASE;
- an appropriate check will be completed in accordance with the school's procedures;
- the outcome will be recorded; and
- a communication will be sent to the student's parent or carer.

Parents or carers should inform the school if their child will not normally bring a mobile phone to school or if they believe that their child does have a mobile phone on them.

During the school day

Students must not have access to a mobile phone at any point during the school day unless a specific arrangement has been authorised by the school.

If a student needs to contact home, they should speak to their Head of Year, another appropriate member of staff or Reception. Parents or carers who need to contact their child during the school day should contact the school directly.

Students must not attempt to open their pouch using an unofficial magnet or another object. This may damage the pouch or the phone and will be treated as deliberate tampering.



Departure from school

At the end of the school day, students should leave through the designated exit and use one of the unlocking stations to open their pouch.

Students should remove their phone, close their pouch and take the pouch home ready for the following school day.

If a student forgets to unlock their pouch, they may return to an unlocking station while the school site remains open. Otherwise, the pouch can be unlocked when the student returns to school.

Trips and Visits

Access to mobile phones during trips and visits may be permitted for specific tasks or during designated periods on residential visits. Arrangements will be determined by the trip leader, taking account of the visit's purpose, safeguarding considerations and students' needs. Expectations will be communicated to students and parents/carers before departure.

Breaches of the mobile phone procedure

A breach includes:

- having an unsecured phone on the school site;
- accessing or using a phone during the school day;
- bringing a second or concealed phone onto the site;
- failing to place a phone inside the pouch;
- tampering with or deliberately damaging a pouch;
- using an unofficial unlocking device;
- refusing to hand over a phone when instructed; or
- providing inaccurate information about possession of a phone.

Where a phone is seen, heard or otherwise discovered outside a locked pouch, the following graduated consequences will normally apply:

Offence	Consequence	Return of phone
First offence	Phone confiscated and lunchtime detention issued	Student collects at the end of the school day
Second offence	Phone confiscated and Principal's Detention issued	Parent or carer collects at the end of the school day
Third offence	Phone confiscated and one day in BASE	Parent or carer collects the phone on the following school day
Fourth or subsequent offence	Phone confiscated, one day in BASE and further review of the student's repeated breaches	Parent or carer collects after the confiscation period determined by the school, which may be up to one week

The school may move directly to a higher consequence where there is deliberate concealment, significant defiance, repeated refusal, inappropriate recording, online harm, a safeguarding concern or another serious aggravating factor.



A refusal to hand over a phone when instructed will be treated as a separate act of defiance and may result in an additional consequence.

The precise consequence and length of any confiscation will be determined by the school, taking account of proportionality and the student's individual circumstances such as medical or safeguarding needs.

Unauthorised Phone Pouch Unlocking Devices

Students must not bring onto the school site any magnet, unlocking device or other item intended or adapted to open, interfere with or bypass the locking mechanism of a Phone Locker pouch.

Possession or use of such an item will be treated as a serious breach of the school's mobile phone expectations. Where a student is found in possession of an unauthorised unlocking device, the normal response for a first offence will be one day of internal suspension in BASE and the device will be confiscated. Parents/carers will be informed.

Where a student commits a further offence involving an unauthorised unlocking device, a suspension from school will normally be considered. The school reserves the right to determine the appropriate sanction in each individual case, taking account of the circumstances, the student's previous behaviour, the nature and use of the device and any other relevant factors.

Where there are aggravating circumstances, including supplying an unlocking device to another student, using it to unlock other students' pouches, repeated or organised attempts to circumvent the school's procedures, or associated serious misconduct, the school may impose a more serious sanction at any stage in accordance with the Behaviour Policy.

Lost, forgotten or damaged pouches

Phone Locker pouches are compulsory equipment for students who bring a phone to school.

Where a pouch is lost or damaged through misuse, a replacement charge of £25 will apply. Parents or carers will be informed, and the student will be issued with a replacement pouch.

Accidental damage should be reported immediately so that the circumstances can be considered. Deliberate damage or tampering will result in progressive consequences. These may include:

- contact with parents or carers;
- detention;
- payment of the replacement charge;
- a meeting with the student and their parent or carer;
- removal to BASE; and
- for serious or persistent breaches, consideration of suspension in accordance with the Behaviour Policy.

A student without a working pouch must hand their phone into BASE each morning until a replacement has been issued.

Searches and Confiscations



Mobile phones are identified as items for which a search may be conducted when a member of staff has reasonable grounds to suspect that a student possesses one in breach of the policy.

Searches and confiscations will be conducted in accordance with the Searching, Screening and Confiscation procedures and current statutory guidance.

Appendix G - Behaviour Support Plan Flowchart



Movement between stages is based on impact and professional judgement.

The school reserves the right to escalate at any stage where appropriate.