



**BIRCHENSALE MIDDLE SCHOOL**

## **BEHAVIOUR POLICY**

**Date adopted by Governors:**      **January 2024**

**Date of next review:**              **January 2025**

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**Mr. A Evans – Chair of Governors**

## **1 Aims**

### **1.1 This policy aims to:**

- 1) Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- 2) Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- 3) Outline the expectations and consequences of behaviour.
- 4) Provide a consistent approach to behaviour management that is applied equally to all pupils.
- 5) Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## **2 Legislation, statutory requirements, and statutory guidance**

### **1.2 This policy is based on legislation and advice from the Department for Education (DfE) on:**

- 6) Behaviour in schools: advice for headteachers and school staff 2022
- 7) Searching, screening and confiscation: advice for schools 2022
- 8) The Equality Act 2010
- 9) Keeping Children Safe in Education
- 10) Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2023.
- 11) Use of reasonable force in schools
- 12) Supporting pupils with medical conditions at school
- 13) Special Educational Needs and Disability (SEND) Code of Practice
- 14) Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- 15) DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

### **3 Definitions**

#### **3.1 Misbehaviour is defined as:**

- 1) Not following the school rules
- 2) Disruption in lessons, in corridors and/or social spaces between lessons, and at break and lunchtimes
- 3) Non-completion of classwork or homework
- 4) Poor attitude
- 5) Incorrect uniform
- 6) Failure to follow instructions.

### **3.2 Serious misbehaviour is defined as:**

- 1) Repeated misbehaviours
- 2) Repeated and/or persistent breaches of the school rules.
- 3) Any form of bullying
- 4) Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 5) Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- 6) Sexual comments
- 7) Sexual jokes or taunting
- 8) Physical behaviour such as interfering with clothes.
- 9) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- 10) Impeding or not cooperating with staff reviewing or investigating behaviour or safeguarding concerns.
- 11) Selling and trading any items
- 12) Verbal abuse or intimidation of staff or students
- 13) Physical abuse or intimidation of staff or students
- 14) Truancy from lesson and/or school
- 15) Vandalism
- 16) Theft
- 17) Malicious Allegations
- 18) Audio or video recording of staff or students
- 19) Fighting (Partaking, encouraging, inciting, watching, or recording)
- 20) Smoking/ vaping
- 21) Racist, religious, ethnicity, sexist, homophobic, ableist, transphobic or other discriminatory behaviour
- 22) Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Tobacco, cigarette papers, Shisha Pens/e-cigarettes/vapes, Cigarettes, Cigarettes lighters, matches and any smoking or vaping paraphernalia.
  - Fireworks or pyrotechnics
  - Pornographic images or material (including on personal mobile devices)
  - Laser pens
  - Any article a staff member determines to be offensive, dangerous or will subvert the educational standards and values of the school.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4 Bullying

### 4.1 Definitions

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

### 4.2 Bullying is, therefore:

- 1) DELIBERATELY HURTFUL
- 2) REPEATED, OFTEN OVER A PERIOD OF TIME
- 3) DIFFICULT TO DEFEND AGAINST

### 4.3 Bullying can include:

| TYPE OF BULLYING   | DEFINITION   |
|--|--|
| Emotional  | Being unfriendly, excluding, tormenting  |
| Physical   | Hitting, kicking, pushing, taking another's belongings, any use of violence  |
| Prejudice-based and discriminatory, including:<br>1. Racial<br>2. Faith-based<br>3. Gendered (sexist)<br>4. Homophobic/biphobic<br>5. Transphobic<br>6. Disability-based | Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)   |
| Sexual   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching                              |
| Direct or indirect verbal  | Name-calling, sarcasm, spreading rumours, teasing  |
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

### 4.4 Preventing, identifying, and responding to bullying

As a school we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of

how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This will involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

The school will respond to reports of bullying outside school premises.

#### **4.5 Strategies to help prevent the occurrence of bullying behaviour.**

At Birchensale Middle school we will:

- 1) ensure all staff follow the school behaviour policy.
- 2) create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- 3) actively provide opportunities (through Character Education/ values-based education) to develop pupils' social and emotional skills, including their resilience.
- 4) provide an 'open door' approach for pupils, staff, and parents/carers to access support and report concerns; • challenge practice which does not uphold the school's values for example, tolerance, non-discrimination, and respect towards others.
- 5) use all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama, and role play) including a range of additional approaches such as through displays, assemblies, events, and the pupil parliament.
- 6) regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour; • train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents).
- 7) proactively gather and record concerns and information about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring.
- 8) use a variety of techniques to resolve the issues between those who bully and those who have been bullied; • work with other agencies and the wider school community to prevent and tackle concerns.
- 9) celebrate success and achievements to promote and build a positive school ethos. Promote positive self-image.

#### **4.6 Involvement of pupils**

We will:

- 1) regularly gather the children's views on the extent and nature of bullying.
- 2) ensure that all pupils know how to express worries and anxieties about bullying.
- 3) ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

- 4) involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum (appropriate to their age).
- 5) offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- 6) collaborate with the School Council to create an anti-bullying policy.
- 7) Ensure all children know what bullying is and provide them with a range of strategies to recognise, report and deal with bullying. STOP (Several times on purpose) Liaison with parents and carers We will:
- 8) make sure that key information about bullying (including policies and named points of contact if parents are worried) is available to parents/carers e.g., website, newsletter.
- 9) ensure all parents/carers know about our complaints procedure and how to use it effectively.
- 10) ensure all parents/carers know where to access independent advice about bullying.
- 11) collaborate with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying.
- 12) ensure that parents collaborate with the school to role model positive behaviour for pupils.
- 13) **Procedures for all staff Dealing with Incidents When bullying is suspected or reported:**
- 14) Staff will intervene immediately when bullying is reported.
- 15) Staff will investigate – listen to all parties and witnesses.
- 16) The incident will be recorded and given to the Pastoral deputy head teacher, who will interview the children concerned.
- 17) The child being bullied will be made aware that the incident will be dealt with.
- 18) Parents/carers of the child/children doing the bullying will be asked to attend a meeting to discuss their child's behaviour.
- 19) Parents/carers of the child being bullied will be informed and invited to meet with an appropriate member of staff.
- 20) A suitable sanction will be implemented for the child doing the bullying in order to modify or change the behaviour.
- 21) Staff will monitor the behaviour of both "bully" and "victim," and all staff will be alerted to watch out for further occurrence.
- 22) A record of the incident will be kept by safeguarding staff so as to assist in the identification of patterns of behaviour towards/by individual pupils. Supporting Pupils who have been bullied will be supported by:
- 23) Offering an immediate opportunity to discuss the experience with a teacher or a member of staff of their choice.
- 24) Reassuring the pupil and providing continuous support.
- 25) Helped to develop strategies to prevent re-occurrence.
- 26) Restoring self-esteem and confidence. Sanctions will be applied to those children who are bullying as appropriate, in line with the school behaviour policy.

#### **4.7 Pupils who have bullied will be helped by:**

- 1) Discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to change their behaviour.
- 2) Informing parents/carers to help change the attitude and behaviour of the child.
- 3) Providing appropriate education and support.
- 4) Sanctioning in line with school behaviour/discipline policy. Supporting Adults (staff and parents) who have been bullied or affected will be supported by:
- 5) The offer of an immediate opportunity to discuss the concern with a senior member of staff / head teacher.
- 6) Being advised to keep a record of the bullying as evidence.



- 7) Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the school's behaviour and discipline policy or staff code of conduct.
- 8) Reassuring and the offer of appropriate support.
- 9) The opportunity to collaborate with the wider community and local/national organisations to provide further or specialist advice and guidance.
- 10) If online, requesting content be removed and / or reporting account/content to service provider.
- 11) Instigating disciplinary action, if appropriate.
- 12) The head teacher will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that the policy is consistently applied and that any issues identified will be incorporated into the school's action planning.

## **5 Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

## **6 School behaviour curriculum**

### **6.1 Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Pupils and staff understand the behaviour policy.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

### **6.2 School Rules**

#### **6.2.1 Entry to classrooms**

- 1. Enter quietly when invited
- 2. Go directly to your allocated seat
- 3. Sit down
- 4. Get out your equipment in silence
- 5. Begin the task in silence

#### **6.2.2 Exit from classrooms.**

- 1. Pack away all equipment when directed
- 2. Stand behind your chair in silence
- 3. Answer any verbal recall questions if the teacher asks you
- 4. Leave the classroom in silence when dismissed.

#### **6.2.3 Classroom rules:**

- 1. We are silent when the adult is talking
- 2. We follow directions right away
- 3. We let others get on with their work
- 4. We respect each other

#### **6.2.4 Show me your best:**

- 1. Sit upright
- 2. Be silent
- 3. Empty hands
- 4. Fold your arms

- 5. Your attention and focus on me

#### 6.2.5 Social time rules

- 1. Use the designated break areas
- 2. Do not enter empty classrooms or offices
- 3. Keep your hands and feet to yourself
- 4. Be respectful to others

#### 6.2.6 Calm corridors & Social Spaces

- 1. Walk
- 2. Follow the one way system
- 3. Keep to the left
- 4. Talk quietly
- 5. Move with purpose to your next destination.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 7 Mobile phones

Students should not bring mobile phones to school. Where a parent/career believes it essential for the safety of their child then the following applies:

- Mobile phones are to be switched off and in a student's bag before arriving on the school grounds.
- In emergencies students and parents can communicate through the school switchboard.
- The school takes no liability for the loss or damage of mobile phones, including those that are confiscated.
- Where mobile phones are seen on school grounds they will be confiscated; parents will need to collect the phone.

## 8 Responding to behaviour

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Follow the principles of 'teach not tell behaviour.'
- Maintain authority in the classroom.
- Apply a restorative approach when things go wrong alongside school sanctions, in a consistent and proportionate manner.
- Teach good, well-planned lessons.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum.
- Develop a positive relationship with pupils, which may include:
  - Teaching students' norms and routines
  - Manage the room using the invisible ladder of classroom management.
  - Correct behaviours early and quickly
  - Defuse behaviours that are escalating.
  - Sanction consistently if and where necessary
  - Restore and repair relationships and authority.

### 8.2 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with initiatives such as:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status
- Whole-class or year group rewards, such as a popular activity

- Raffle tickets, trips, concerts, cake, and Tea with SLT, golden time etc

## 8.4 Responding to misbehaviour

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

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 misbehaviour will always be addressed.

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, litter picking etc.
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Supporting a pupil via support cards.
- Monitoring behaviour via monitoring cards
- Removal of the pupil from the classroom
- Offsite direction
- Managed move
- Suspension
- Permanent exclusion, in the most serious of circumstances

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.

## 8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 8.6 Confiscation, screening and searching.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.6.1 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Where necessary items may be given to the police to return to parents, destroy or use as evidence. Where this is the case, the parent will need to consult with the police for return of this item(s)

### 8.6.2 Searching a pupil

Searches will only be conducted by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff conducting the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can conduct a search without another member of staff as a witness if:

- The authorised member of staff conducting the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be conducted by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be conducted in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be conducted if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.



An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before conducting a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf.”
- Explain how and where the search will be conducted.
- Give the pupil the opportunity to ask questions.
- Seek the pupil’s co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or deputy headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk, or locker.

‘Outer clothing’ includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, or boots

### 8.6.3 Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still conduct a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be conducted by a single authorised member of staff.

### 8.6.4 Informing the designated safeguarding lead (DSL)

The staff member who conducted the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

#### 8.6.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found if anything?
- What has been confiscated if anything?
- What action the school has taken, including any sanctions that have been applied to their child?

#### 8.6.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### 8.6.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### 8.6.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school cannot contact the parents/carers, or they are not able to come into school to function as the appropriate adult, a member of staff can function as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

##### **Who will be present?**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements, and welfare of the pupil.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be conducted anywhere where the pupil could be seen by anyone else.

#### 8.6.9 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

#### 8.6.10 Screening

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. However the school does not routinely search all pupils upon entry to the school.

The school may use its statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils, and visitors to impose a requirement that certain pupils undergo screening. This decision will be taken in relation to pupils' prior behaviours and/or information obtained by the school. In this situation, the school will contact pupils and parents in advance to explain what the screening will involve and why it will be introduced.

The school may screen all pupils on entry where:

1. The school is supporting local police with training and use of the walk-through or hand-held metal detectors.
2. As part of a school wide education program linked to specific topics such as knife crime awareness.
3. Where the school has information that a large number of pupils may have prohibited items.
4. Where certain pupils need to be screened because of the information obtained by the school but without alerting those pupils to the need to individually screen them.

Where possible parents will be informed prior to the screening. Where a pupil has a disability, the school will make any reasonable adjustments to the screening process that may be required. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to conduct a search.

#### 8.6.11 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

#### 8.6.12 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

#### 8.6.13 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 a member of the senior leadership or pastoral leadership team and deputies 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.

#### 8.6.14 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
- Conducting risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### 8.6.15 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 and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 9 Serious sanctions

### 9.1 Detention

All staff can issue detentions. Pupils can be issued with detentions during breaks, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

In most cases the school will try and notify parents the day before any detention is set beyond that of the school day.

### 9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to persistent and/or serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a staff member and will be removed for a maximum of 5 days in any one period.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Learning conversations
- Use of teaching assistants
- Behaviour report cards
- Behaviour plans

- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **9.3 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

## 10 Responding to misbehaviour from pupils with SEND

### 10.1 Recognising the impact of SEND on behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism

### 10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.



When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

#### **10.4 Pupils with an education, health, and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## 11 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## 12 Pupil transition

### 12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new schools and destinations.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 13 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training and can access additional materials through the National College online learning platform.

## 14 Monitoring arrangements

### 14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions, and suspensions
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term

➤ By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## **14.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the board.

## **15 Links with other policies**

This behaviour policy is linked to other policies including.

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

## 16 Appendix One: Pupil and Parent Summary

### Behaviour for Learning at Birchensale Middle School A Guide for Pupils and Parents

#### Introduction

Our aim is to establish the highest possible standards of behaviour at Birchensale Middle School. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work, and everyone benefits.

Our Behaviour for Learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear, and the consequences need to be consistent for this to work and that is our aim in implementing this system.

Mr. Kearns, Deputy Headteacher



# CLASSROOM ENTRY



1. Enter quietly when invited
2. Go directly to your allocated seat
3. Sit down
4. Get out your equipment in silence
5. Begin the task in silence

# CLASSROOM EXIT

1. Pack away all equipment when directed
2. Stand behind your chair in silence
3. Answer any verbal recall questions if the teacher asks you
4. Leave the classroom in silence when dismissed.



# CLASSROOM RULES



1. We are silent when the adult is talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

## SHOW ME YOUR BEST

1. Sit upright
2. Be silent
3. Empty hands
4. Fold your arms
5. Your attention and focus on me



# SOCIAL TIME RULES



1. Use the designated break areas
2. Do not enter empty classrooms or offices
3. Keep your hands and feet to yourself
4. Be respectful to others

## CALM CORRIDOORS

1. Walk
2. Follow the one-way system
3. Talk quietly
4. Move with purpose to your next destination.
5. Remove outdoor coats

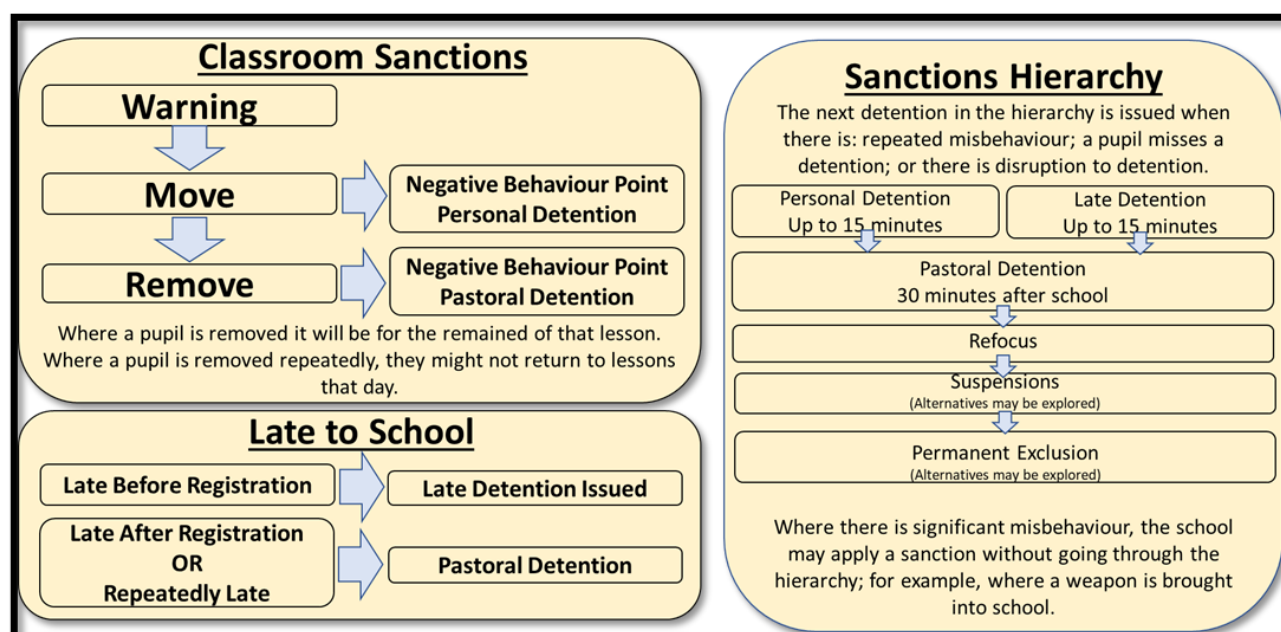
### Additional rules to note:

No toilet breaks are allowed during lessons unless a student has been issued with a pass by prior agreement between home and school. NB: On rare occasions at the teacher's discretion this may allow, however the pupil will need to make up the lost time at break or lunch.

No water breaks are allowed during lessons, except as directed in PE. Water is freely available during breaktime, lunchtime and lesson changeovers.

No mobile phones or smart watches in school.

### Overview of response to the disruption of learning.



Where a child disrupts learning, the class teacher will correct those behaviours. If behaviours continue to disrupt learning the child will be given a verbal warning, then moved seats and then removed from the classroom.

We now have a removal room which is known as the 'refocus room'. If a child is removed from the lesson they will be taken to the refocus room for the remainder of that lesson. If there are repeated disruptions to learning a child may spend longer in refocus.

As arriving late to school disrupts those who are already in the classroom, detentions will be issued where a child arrives late to school. If a child is repeatedly late (e.g. more than once in a week or late once a week every week) then a Pastoral detention will be issued.



## Sanctions

### Restorative Conversation

This is not a formal sanction but will be used by teachers to reset a pupils understanding of the norms, rules and routines within school and the classroom.

It is not intended to be **a conversation that exceeds 10 minutes and it is not intended to feel like a sanction/detention.**

### Personal Detention

This detention is expected to last no more than 15 minutes and can be as short as 5 minutes.

The teacher will issue this at a break or lunch time.

This can give the teacher the opportunity to restore their working relationship and expectations with the pupil.

It is issued as a response to disruption of learning or misbehaviour.

### Pastoral Detention

This formal detention is 30 minutes in duration and is led by a member of the pastoral team.

It is issued as a response to persistent disruption of learning, misbehaviours, or failure to accept/attend sanctions.

### School Detention

This formal detention is 1 hour in duration and is led by a member of the pastoral team.

It is issued as a response to persistent disruption of learning, Misbehaviours, or failure to accept/attend sanctions.

### Removal Room

A pupil is removed from lesson and sits in this room for the remainder of the lesson where they have been removed from their lesson

OR

Where there is persistent or significant misbehaviour a child will receive their education here for the full day. (This is up to a maximum period of five consecutive days)

It is issued as a response to persistent disruption of learning, Misbehaviours, or failure to accept/attend sanctions.

### Suspensions

A pupil is removed from school for a fixed period.

As an alternative we may explore off-site direction as an alternative or an alternative provision.

NB: Off-site direction or alternative provision is where a pupil is directed to continue their education elsewhere for a fixed period of time with a view to returning to Birchensale Middle School.

### Permanent Exclusion

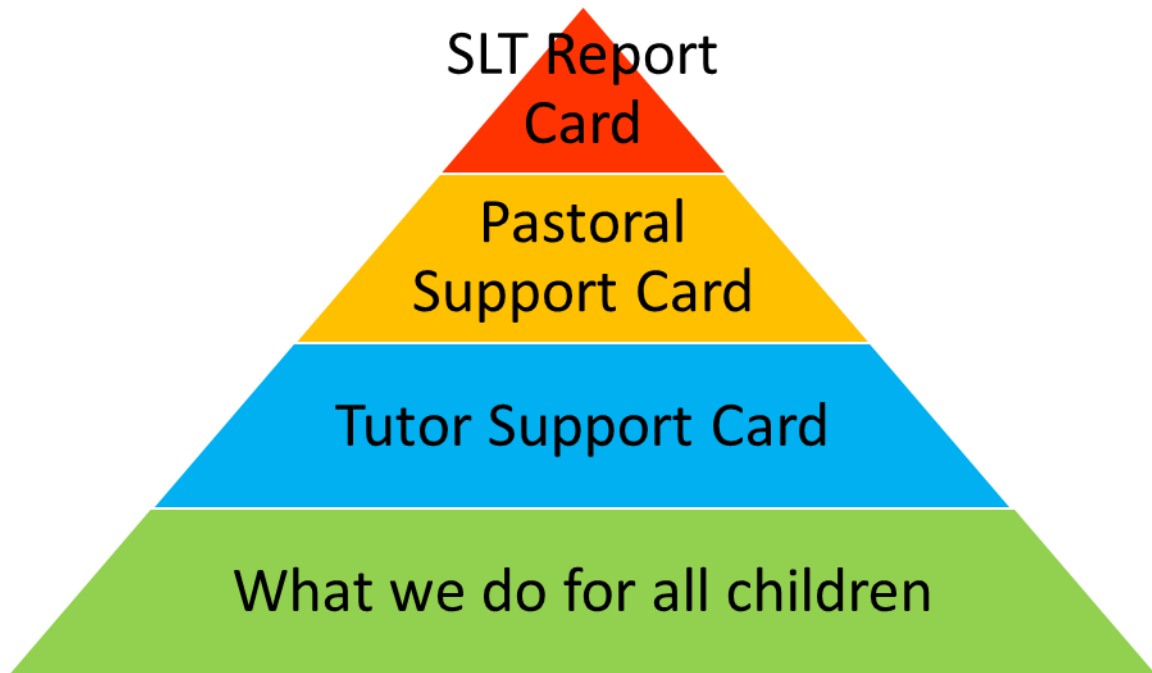
A pupil is removed from school.

As an alternative we may explore a managed move to another school.

NB: Managed Moves are used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process. It is not intended that the pupil returns to Birchensale Middle School.

## Support Framework

A child's level of support is tracked by a RAB (Red, Amber, and Blue) rating.



Progress will be tracked against targets and where possible a child is deescalated from this support mechanism.

Where there is no progress, a child may continue at the existing level with adaptations to targets or be escalated to the next provision.

## Rewards

### House Points

A student is either awarded a house point (positive behaviour) or a negative behaviour point seven times throughout the day. Only one of these two options is available to staff as a child has either met the expectations or has not.

Two times tutor time

Five times lesson

Badges are awarded each half term in the awards assembly.

Children are awarded house points for compliance during these times – Excellent work is intrinsically motivated and praised through written or verbal feedback.

| Award  | Number of positive points to earn | Reward                             |
|--|-----------------------------------|------------------------------------|
|  Bronze    | 200                               | Bronze pin badge and certificate   |
|  Silver   | 400                               | Silver badge pin and certificate   |
|  Gold     | 700                               | Gold pin badge and certificate     |
|  Ruby     | 1000                              | Ruby badge pin and certificate     |
|  Sapphire | 1300                              | Sapphire pin badge and certificate |
|  Emerald  | 1600                              | Emerald pin badge and certificate  |
|  Diamond  | 1900                              | Diamond pin badge and certificate  |

### **Wall of Fame**

Each week a pupil is nominated by the subject leader for 'excellence in learning.' The nominated pupil will display continued effort in learning and compliance with the behaviour for learning rules.

This is not about achievement or outcomes it is about celebrating excellence in learning behaviours and learning effort.

The pupil will be awarded their certificate the weekly assembly and appear on our wall of fame!

### **Start of the week**

Each week the tutor will nominate a child who is displaying continued effort in learning and compliance with the behaviour for learning rules.

The tutor will read this name out in the weekly assembly and present the pupils with their award.

#### **16.1.1 Half Termly Awards Assembly**

Each half term we shall celebrate the success of pupils and invite an increasing number of families to join us too.

Our ABC Awards are:

#### Attendance

- 97% or above attendance
- 100% attendance

#### Behaviour

- House point badges given out.
- Top 10 pupils with positive behaviour points in each year group
- Zero Hero – Those without any negative behaviour points

#### Classrooms

- Subject – half termly awards.

We also have two values awards.

Year teams – Awarded to a pupil who demonstrates the Birchensale vales.

Headteacher – Awarded to a pupil who demonstrates the Birchensale vales.