



Wirral Academy Trust

# Behaviour Policy 2015 – 2016

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THE BIRKENHEAD PARK SCHOOL

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Review Date: June 2018  
Person responsible for policy: Clerk



Wirral Academy Trust



THE BIRKENHEAD PARK SCHOOL

Our school expectations underpin what we expect from our students on a daily basis. They outline the behaviours, attitudes and routines that every member of our community should strive to follow.

### SCHOOL EXPECTATIONS

- **Ready to Learn** – All students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

**Sanctions – The emphasis is on restorative practice, guidance and supporting students to change their behaviour.**

- **Classroom led sanctions** – Teachers are highly skilled in behaviour management strategies and will attempt to support a student to modify their behaviour in the classroom.
- **Removal from classroom/'Pastoral pick up' detention** – When all behaviour management strategies in the classroom have been exhausted the student will be removed to another classroom. In addition they may be collected at the end of the school day by their Assistant Head of Year (AHOY) for restorative justice, which may last up to 15 minutes
- **Isolation** – In very few instances a student will be sent to isolation for gross misconduct in school or in the community, or when their negative behaviour persists after the steps outlined above have been taken.
- **Fixed Term/Permanent Exclusion** – For persistent negative behaviour or serious gross misconduct the school may pursue a Fixed Term or Permanent Exclusion.

**Recognition – An opportunity to reward students for their achievements.**

- **Classroom level** – Teachers are highly skilled at identifying opportunities to praise students.
- **Faculty/Year Team** – Students will be identified weekly to receive recognition postcards for:
  - I. Outstanding Ambassador of The Birkenhead Park School
  - II. Outstanding Effort
  - III. Outstanding Achievement
  - IV. Outstanding Behaviour
  - V. Outstanding Attendance
  - VI. Sustained Improvement in Attendance
  - VII. Sustained Improvement in Behaviour
- **Senior Leadership Team** – Students will be invited to meet with the Headteacher weekly to recognise their achievements. Progress will be celebrated at termly/year prize days.

## **INTRODUCTION**

The following appendices form part of the whole school Behaviour Policy.

Should you wish to comment on this policy please contact Mr Mee at [meeep@birkenheadparkschool.com](mailto:meeep@birkenheadparkschool.com)

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## **APPENDIX A**

### **EQUAL OPPORTUNITIES STATEMENT**

In acknowledging 2010 Equality Act all students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their sex, race, creed or any disability.

In addition, all staff have a responsibility to influence the development of a sense of justice and tolerance in young people. It must always be made clear to students that expressions of prejudice, with or without the intention to offend, are a form of abuse, which will not be tolerated. Any incidents of discrimination or abuse should be reported immediately to a member of the Senior Leadership Team.

At The Birkenhead Park School we believe that, in order for effective teaching and learning to take place good behaviour in all aspects of school life is necessary.

We constantly strive to create a caring and learning environment in the school by:-

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual respect.
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruptive violence, bullying and any form of harassment.

## APPENDIX B

### BEHAVIOUR MANAGEMENT (VALUES AND PRINCIPLES)

At The Birkenhead Park School we believe that, in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school seeks to create a positive learning environment by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based upon mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.

We have three expectations of all our students. They will arrive each day:

- Ready to Learn – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- Respect – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- Be Safe – Students' conduct and behaviour in school should be calm and harmonious, a positive climate for learning.

As at any school, the vast majority of our students are polite and well behaved most of the time. They are keen to learn and participate fully in all aspects of school life. For students to achieve at the highest level they are capable of, good attitudes, parental support and the establishment of the right conditions for learning are all essential. Acceptable standards of behaviour and respect depend upon the example of us all: we all have a positive contribution to make. Good order has to be worked for, it does not simply happen. Everyone at the school is here for a purpose and every person should be respected and treated as an individual. Relationships are vital – between everyone and at every level. We should all make an effort to:-

- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Communicate.
- Make a difference.
- Treat students fairly.

Problems are normal whenever people interact, especially when young people are learning and testing the boundaries of acceptable and agreed behaviour. Success can be judged not by an absence of problems but by the way we deal with them. We should always endeavour to distinguish between the problem and the person. Young people will always make mistakes and when they do, there needs to be a response, not a reaction.

Students learn best in a well ordered and disciplined environment where it is regularly communicated to them what they should do as well as what they should not do. Our classroom rules communicate clearly to students how they should behave, both inside and outside the classroom. Discipline is the common concern and responsibility of all staff at all times and a firm and consistent response from staff towards incidents of poor behaviour will help to continually reinforce our expectations to students.

## **APPENDIX C**

### **STUDENT SUPPORT SYSTEMS**

The pastoral system of support is to enable our students to attain as much as possible. The role of the Form Tutor is key as they will be our student main point of contact and there is specific guidance in the next section. The pastoral system makes use of a Head of Year and an Assistant Head of Year whose focus will be solely pastoral. Students may access this support within the Student Support Centre on A Floor along with other services such as first aid and Enrichment.

The Birkenhead Park School also has a dedicated team of Attendance Officers, which includes Mrs Saunders, Education Welfare/Attendance Officer, who supports our drive on attendance. The services of a Safer Schools Police Officer are also available to us and she is here to offer support advice and guidance to all of the school community.

There are further levels of support from Mrs Bentley, Safeguarding Officer, the school nurse and external agencies as required.

The student support systems also include the work of the pastoral team in who operate Isolation and the SEN Faculty who support our students in lessons and around the school.

The role of the Year 7 Base while very new has shown to have a significant impact upon the transition of our Year 7 students in terms of their behaviour, attendance and well-being.

## **APPENDIX D**

### **THE ROLE OF THE FORM TUTOR**

Tutors should:-

- Familiarise themselves with the personal and social background of their students and establish a supportive and pro-active relationship with them which is sensitive to the possibility of problems and concerns.
- Promote the values and ethos of the school and encourage an understanding of its routines and procedures.
- Develop the Form's sense of identity and their ability to act as a support for each other through joint participation in activities which bond them as a team and encourage an understanding of citizenship.
- Liaise with their Pastoral Leader attending regular meetings as calendared, making an active contribution to the year team's effectiveness.

On a day-to-day basis this means:-

- Being in the Tutor Room or assembly hall early and greeting students on arrival.
- Ensuring students are seated on chairs, facing the front, without coats and are attentive during form period so that notices and letters can be communicated effectively; monitoring their exit in a quiet, orderly fashion.
- Checking on uniform, equipment, hair, jewellery, footwear notes (including reply slips and requests for Pass Outs).
- Giving a very high profile to attendance and punctuality and ensuring that students improve on an individual basis, sending out attendance letters promptly where appropriate and monitoring the form's weekly progress against targets.
- Acting as a 'springboard' for the day, re-enforcing expectations of effort, achievement and behaviour and motivating and inspiring students to go out and do their best.
- Checking all planners in the Form during the course of a week.

## **APPENDIX E**

### **CLASSROOM EXPECTATIONS**

The rules of the classroom need to be few in number and referenced regularly by the classroom teacher. Students should be questioned about the rules and asked to offer reasons why we have such rules. The rules will only remain effective if all the teachers use them on a regular basis.

All members of staff should follow the same procedures:

- Always start and end a lesson on time.
- Always take a class register and note late comers.
- Provide seating plan for every class and stick to it.
- Ensure for every lesson that learning objectives are on the board and resources are readily available.
- Positively remind and re-enforce class rules.
- Note uniform/jewellery and equipment infringements.
- Ensure that chewing gum and any other food/drink is put in the bin immediately.
- Ensure that phones and personal stereos are not used during a lesson.
- Never leave a classroom except in an emergency.
- Keep students on task throughout the lesson and only allow a student to leave the classroom in an emergency.

## **APPENDIX F**

### **BEHAVIOUR MANAGEMENT**

Do all you can to:-

- Preserving dignity will preserve your relationship with the student.
- Role model behaviour.
- Calm.
- Clear instructions/clarity.
- Confident.
- Consistent.
- Compassionate.
- Professional relationships – separate the behaviour from the child.
- When the adults change everything else changes.
- Everything will depend on the behaviours of the adults.
- Children follow people first, then rules and policy.

Do all you can to avoid:-

- Humiliating - it breeds resentment.
- Shouting - it diminishes you.
- Over-reacting - the problems will grow.
- Blanket punishment - and never punish what you cannot prove.
- Sarcasm - it damages the student – and you.
- Abusing your authority ... misuse of power is bullying.

#### **Out of Classroom**

All informal and formal contacts contribute towards standards of behaviour. We can all encourage good behaviour by taking the initiative at every opportunity. We should expect to:-

- Enjoy relating to each other.
- Greet all members of the school community.
- Start the dialogue.
- Deal with misbehaviour: to ignore is to condone.
- Set high standards of speech, manner and dress.

#### **In the Classroom**

Teachers should create a positive, supportive and secure environment by, for example:-

- Prominently displaying and adhering to the school Behaviour Policy.
- Using the recognition and sanctions system effectively.
- Arriving before the class and beginning on time.
- Being prepared for the lesson.
- Extending and motivating all students.
- Making all work promptly and constructively.
- Setting and marking homework regularly to schedule.

The classroom environment should be maintained to the highest standards by, for example:-

- Teaching in tidiness, to encourage tidiness.

- Cleaning or reporting graffiti immediately.
- Removing/repairing or reporting all damage.
- Insisting upon a clean classroom.
- Leaving desks in place and boards clean after lessons.
- Keeping displays fresh and attractive.
- Keeping shelves, cupboards and desk tidy.

Students should, as a general rule, never be disciplined by telling them to remain outside rooms, the problem needs a solution not complicating.

### **Corridor Behaviour**

The behaviour on the corridor and the late arrival of students can have a detrimental effect upon your lesson and other lessons going on within the school. The following is to be used as a basic guidance for the behaviour on the corridor, ensure as much as possible that you reinforce the procedure below.

Students will observe the following routines and rules:-

1. Walk quietly and quickly and follow the directions.
2. Behave sensibly.
3. Use the correct staircase.
4. Be in the right place at the right time.

Staff:

1. Start and end lessons on time.
2. Stand at door, in corridor for every lesson change.
3. Remind students on leaving about promptness and movement rules.
4. Monitor equipment.
5. Remind student of expectation.

### **STAFF DEVELOPMENT AND TRAINING**

Appropriate training and development will be made available for all staff in terms of dealing with behaviour. The staff development will focus on new and emerging practice and the standards and expectations held within this document.

## **APPENDIX G**

### **RECOGNITION**

The aim of the rewards system is to recognise a range of student achievements and to motivate students to continue to raise standards of attainment, effort and behaviour.

- Classroom level – verbal praise, positive praise, and phone calls home.
- Faculty/Year Team – letters, certificates, postcards, HoF/HoY phone calls.
- SLT – Access, prize days, award ceremonies, lunch with the Headteacher.

It is very important that the positive aspects of praise and rewards should have great emphasis. This is the only way to promote good behaviour. Often it is simply praise that will have the greatest effect on a child's behaviour.

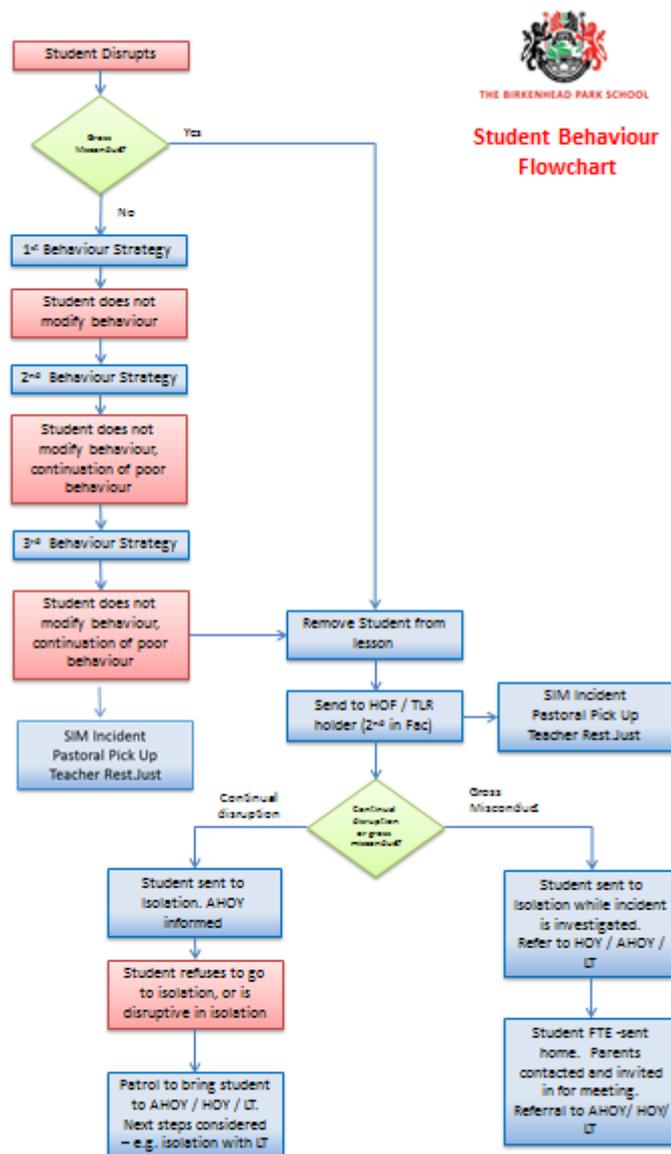
To achieve the most positive effects we need all staff to use the reward system on a regular basis. Staff should try to ensure students of all abilities are being included in the rewards system. It is also important that the 'invisible' children are recognised by the system.

## APPENDIX H

### SANCTIONS

The issuing of a sanction to a student and how it is done can make the difference to it being an effective sanction. The use of the sanctions ladder is essential and it is far better to use the lower order sanctions first and still give yourself another option if the behaviour continues. Sanctions must be used as a punishment for the child making the wrong choices and to teach the child that with wrong choices come consequences.

The flowchart below shows the process that should be followed for persistent noncompliance in a lesson.



## BEHAVIOUR STAGES

### 5 STAGE BEHAVIOUR SYSTEM

|   |  |   |
|---|--|---|
| <b>Stage 1</b>  | <b>Prior to exclusion, must have:</b><br>Evidence of continued poor behaviour<br>Evidence of contact/attempts to contact parents, both formally and informally<br>Some evidence of school based interventions.   | Meeting with HoY and parents<br>Readmission agreement with agreed targets and interventions. Targets should be measureable/achievable<br>Parental notification letter with stage.   |
| <b>There must be tangible evidence that students have breached their targets and that we have delivered on all the interventions before a student moves up to the next stage. Restorative approaches and problem-solving solutions should be emphasised in post incident interviews to enable a focus on reflection and resolution.</b> |  |   |
| <b>Stage 2</b>  | <b>Prior to exclusion, must have:</b><br>Evidence of continued poor behaviour.<br>Evidence of formal and informal contact with parents.<br>Evidence of school based interventions/SENCO Consult.<br>Evidence of lack of parental engagement.   | Meeting with HoY and parents<br>Readmission agreement with agreed targets and interventions. Targets should be measureable/achievable<br>Parental notification letter with stage.   |
| <b>There must be tangible evidence that students have breached their targets and that we have delivered on all the interventions before a student moves up to the next stage.</b>   |  |   |
| <b>Stage 3<br/>Wave 2/3</b>   | <b>Prior to exclusion, must have:</b><br>Extensive evidence of continued poor behaviour.<br>Further evidence of contact with parents.<br>Further evidence of school based interventions.<br>Evidence of lack of parental engagement.<br>Consideration of referrals to other agencies (TAF) or Gateway referral.<br>Consider the use of Person Centred Planning and additional behaviour assessments. | Meeting with Deputy Headteacher, HoY and parents.<br>Readmission agreement with agreed, fixed term targets with review meeting agreed.<br>Parental notification of student being At Risk of Permanent Exclusion.<br>Complete At Risk form for Local Authority.<br>Alternative provision if required.<br>Additional behaviour assessments. |
| <b>There must be tangible evidence that students have breached their targets and that we have delivered on all the interventions before a student moves up to the next stage.</b>   |  |   |
| <b>Stage 4<br/>Wave 3</b>   | <b>Prior to exclusion, must have:</b><br>Further evidence of continued poor behaviour.<br>Further evidence of school based interventions.<br>Evidence of continued attempts, both formally and informally, to engage parents.<br>Consideration of referrals to other agencies (TAF) or Gateway referral.   | Meeting with Deputy Headteacher, HoY and parents.<br>HOY – pastoral support and intervention strategies report.<br>Readmission agreement with agreed, fixed term targets with review meeting agreed.<br>Consider Managed Move if appropriate.   |
| <b>There must be tangible evidence that students have breached their targets and that we have delivered on all the interventions before a student moves up to the next stage.</b>   |  |   |
| <b>Stage 5</b>  | <b>Prior to exclusion, must have:</b><br>File must be up to date with all evidence, SIMs information, letters, contracts, interventions and relevant forms.  | <b>Permanent Exclusion</b><br>Meeting with Headteacher, Deputy Headteacher, HoY and parents   |

The sanctions below will be applied fairly and consistently and in take into account the severity of the offence. Students who are persistent in being non-compliant and disruptive will be subject to a higher order sanction.

When issuing a sanction all school staff should make note of the following advice:-

- If a student seems to be “playing to the audience”, deal with them away from the audience.
- Convey to the student that you have high expectations of them and are disappointed when they let themselves down.
- Make it clear to a student that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established. Every lesson should be a chance to make a fresh start.
- The closer the sanction is in time to the misdemeanour the more effective it is likely to be.
- Avoid at all costs sanctions aimed at a student rather than at the behaviour. Sarcasm, embarrassment, fear etc., will worsen matters rather than help them. Ask yourself how you would feel if you were in the same situation.
- Remember it is usually not personal.

**Should a child be involved in an act of gross misconduct then they will be subject to an immediate sanction commensurate with the offence.**

## **ISOLATION**

The Isolation Unit supports the school’s pastoral system by providing a placement for students who have continued to disrupt the learning of others. Placement in the unit is for a fixed period of time. The duration of the placement will be reviewed by a member of the Senior Leadership Team.

While in Isolation a student’s behaviour will be monitored and should they continue to disrupt Isolation a further sanction will be applied. The student who reaches this point may well have usually disrupted not only a lesson but also the sanction area, the action will reflect this.

## **DETENTIONS**

Detentions should only be imposed after a range of other strategies have been tried.

If all staff ensure that this is the case then detentions should have more impact upon student behaviour/response within the school.

In a detention at any level it is crucial that all staff concerned set the correct tone if detentions are to have the impact and the desired effect on our students.

Both students and staff should take detentions seriously. When conducting a detention please follow these basic rules: -

- (i) Students are to remove coats.
- (ii) Students are to sit in silence and spread around the detention room.
- (iii) Students do the work set.
- (iv) Students serve the full allocated time.

## DETENTIONS

**There are various stages that** a member of staff must follow when dealing with difficulties with a student within the classroom.

|                       |                            |
|-----------------------|----------------------------|
| Verbal warning(s)     | Subject Teacher            |
| In-class sanctions    | Subject Teacher            |
| 5-15minute detentions | (15 min max. after school) |
| Pastoral Pick-ups     | 15 min after school        |

Attendance at a detention does not automatically mean the detention has been served successfully and this judgement will be reserved for the member of staff supervising the detention.

## EXCLUSIONS

Exclusion from school is our most serious sanction, and the decision to exclude a child from school will only be taken after an in depth consideration of the facts. The legalities of school exclusions can be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/previous-exclusion-guidance>

When considering an exclusion the school will take into account the nature of offence and the duration of the exclusion will reflect this.

When a student is excluded from school, the school will make all reasonable attempts to contact you on the day of the offence, outlining the issues and the reasons for the schools response. Before a child returns to school following a fixed term exclusion a parent will be expected to attend a reintegration interview.

The reasons for exclusions are varied however they will fall into one of two categories:

- Non-compliance: this may be a series of cumulative offence as indicated below.
- Gross misconduct: this will likely be a single serious incident.

## STUDENTS WITH SEN

Students with a Statement or with particular educational needs are expected to follow the school's Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the SEN Policy.

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

- constantly disturbing the learning of other students in class.
- swearing at an adult.
- fighting or threatening other people.

- being rude.
- bullying.
- bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.
- supplying or selling illegal substances, and
- other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

### **PERMANENT EXCLUSION**

Permanent exclusions are very rare and the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or “one-off” offence. The Headteacher decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

## APPENDIX I

### EXPECTATIONS AND STANDARDS OF THE BIRKENHEAD PARK SCHOOL STUDENTS

- **Ready to Learn** – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students conduct and behavior in school should be calm and harmonious, a positive climate for learning.

Items not permitted:-

- Mobile phones if seen or heard outside the designated areas and times will be confiscated.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated.
- Drinks other than water or those sold in the canteen are not permitted in the school.
- Sweets and items of deemed unhealthy by the school are not permitted.
- Powered vehicles eg. motor scooters are not permitted upon school premises.
- Bags used for school are not permitted unless it is used as a second bag to the one officially supplied by The Birkenhead Park School.
- Headphones.
- IT equipment other than that issued or approved by The Birkenhead Park School and inclusive of cameras and recording equipment.
- Cigarettes/tobacco.
- Illegal items or substances.

Students will be expected to:-

- Wear the full school uniform.
- Not have extreme haircuts, this includes colours and cut.
- Wear shoes for school. If they are all black they are a shoe.
- Not wear any footwear such as training shoes, pumps and any other footwear not approved of by the school.
- Eat only in the canteen and designated outside eating areas.
- Not engage in any commercial activity on The Birkenhead Park School premises.
- Only wear outdoor coats outside of the building.
- Not wear hats in the building.
- Respect property belonging to others.

Advice to students:-

- Do not bring valuables or money into the school.
- Should you need to bring money into the school bring the smallest amount possible.
- Do not bring expensive items of clothing and equipment into the school. The school will not be liable for any damage or loss.
- Contact your AHoY or HoY if you need clarification on any issue.

## **TRAVELLING TO AND FROM THE SCHOOL**

- While students are travelling to and from the school they are representing the school and must act in a manner that does not damage the school's reputation.
- Students should respect the people and property in the local community.
- Behave in a safe and sensible manner.
- Students who misbehave while travelling to and from the school will be subject to the school's sanctions.
- Students' behaviour outside of school, that has an effect upon the education and welfare of students within the school, will also be subject to disciplinary proceedings.

## **BEHAVIOUR OUTSIDE OF THE SCHOOL**

We value our students' experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes The Birkenhead Park School. However on occasions students' behaviour may not be up to standard and as such they will be subject to action from the school. **Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.**

## **MALICIOUS ALLEGATIONS BY STUDENTS**

If an allegation is made against a Teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Students that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All schools and FE colleges should have procedures for dealing with allegations. The procedures should make it clear that all allegations should be reported **straight away**, normally to the Headteacher. The procedures should also identify the person, often the Chair of the Local Governing Body, to whom reports should be made in the absence of the Headteacher, or in cases where the Headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the Local Authority designated officer (LADO) responsible for providing advice and monitoring cases.

## **APPENDIX J**

### **LIAISON WITH PARENTS AND OTHER AGENCIES**

The Birkenhead Park School will seek to work with parents at every opportunity to improve the life chances and development of children who attend The Birkenhead Park School. We require as a standard, an accurate set of contact details and for these details to be current at all times. Any changes in a student's circumstances should be communicated to the school as quickly as possible. When The Birkenhead Park School staff contact parents they should ensure that that they have the necessary information to make sure that the contact is both useful and productive. Parents may on occasions require appointments in the school and this should be arranged with the relevant members of staff and appropriate considerations will be made in terms of access and organisation.

Contact with external bodies such as the ESW, Social Services etc. will take place as required and parents will be involved in discussions should this be required. The Birkenhead Park School staff will maintain records of such contacts.

## **APPENDIX K**

### **MANAGING STUDENT TRANSITION AND IN YEAR TRANSFERS**

Transition from primary school to secondary school is a significant aspect of any child's life. The Birkenhead Park School will ensure that prior to a child starting in Year 7 they are given the opportunity to receive all the necessary information about the school in order to make the necessary transition. The Birkenhead Park School will work with local primary schools to facilitate a number of events to enable this transition to be as enjoyable as a possible and the Head of Year 7 will co-ordinate the transition of pupils into Year 7 from Year 6. Transfers that take place during the Year will be coordinated by a member of the Senior Leaderships Team in consultation with the Local Authority and the families involved. Mid-year transfers will require an interview and the completion of the transfer documentation from the Local Authority.

## APPENDIX L

### STUDENTS' AND PARENTS' BEHAVIOUR POLICY AND GUIDANCE DOCUMENT

The following Behaviour Policy is an abridged version of the whole school's behaviour policy and guidance and it contains within it, the main elements that will impact upon your child. Should you wish to have a copy of the full school Behaviour Policy please contact your child's Form Tutor, HoY/AHoY or visit the school's website.

Ethos of the policy:-

All students and staff have a right to be treated with respect and sensitivity and to have access to opportunities regardless of their sex, race, creed or any disability.

- Staff have a responsibility to influence the development of a sense of justice and tolerance in young people.
- It must always be made clear to students that expressions of prejudice, with or without the intention to offend, are a form of abuse which will not be tolerated.

The policy aims to:-

- Promote good behaviour and discipline.
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual respect.
- Ensure fairness of treatment for all.
- Encourage consistency of response to both positive and negative behaviour.
- Provide a safe environment free from disruptive violence, bullying and any form of harassment.
- Enable students to develop a sense of respect for themselves and others.
- Provide a civilised, stable atmosphere where there are co-operative and caring relationships between students, and between students and staff.
- Enable students to value their education and learn to make the right choices.

### SCHOOL EXPECTATIONS

Within the classroom students should follow the four basic rules which will enable them to focus on their work.

- **Ready to Learn** – All Students will arrive to school with the appropriate appearance, attitude and approach that makes them ready to learn.
- **Respect** – Our school values the dignity of each member of its community. Students should show respect to each other and to staff.
- **Be Safe** – Students conduct and behavior in school should be calm and harmonious, a positive climate for learning.

### CORRIDOR AND OUT OF CLASSROOM EXPECTATIONS

As we have a large number of students on the corridor at the change of lessons it is essential that a standard of behaviour is maintained.

Students should do the following:

- Walk quietly and quickly.

- Behave sensibly.
- Move to their classroom by the shortest allowed route.
- Wait quietly outside of the classroom.
- Move quickly, quietly and directly to your classroom by the nearest allowed route.
- Hold the door open for others.

#### **LUNCHTIME AND BREAK TIME**

- Eat only in the canteen and other designated areas.
- Tidy trays and plates away.
- Put rubbish in the bin.
- Treat the canteen and its staff with respect.
- When outside socialise sensibly.
- Follow the instruction of the lunchtime staff.

#### **TRAVELLING TO AND FROM THE SCHOOL**

- While students are travelling to and from the School they are representing the school and must act in a manner that does not damage the school's reputation.
- Students should respect the people and property in the local community.
- Behave in a safe and sensible manner.
- Students who misbehave while travelling to and from the school will be subject to the school's sanctions.
- Students' behaviour that takes place outside of school, that has an effect upon the education and welfare of students within the school, will also be subject to disciplinary proceedings.

#### **BEHAVIOUR OUTSIDE OF THE SCHOOL**

We value our student's experiences both inside and outside of the school and as such we will expect our students to behave in a manner that promotes The Birkenhead Park School. However on occasions student's behaviour may not be up to standard and as such they will be subject to action from the school. **Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.**

#### **SANCTIONS AND OR CONSEQUENCES**

Sanctions or consequences are a necessary part of the school's behaviour system. Should a child make the wrong choice then, as in life, a student must realise that there are consequences for a person's actions. The Birkenhead Park School aims to make its sanctions appropriate to the behaviour, and they are applied after careful consideration has been made. The school also operates a scale or ladder of sanctions which range from the minor to the more serious. The majority of sanctions will be a discussion between the student and the child or a simple redirect to continue working. However on occasions more serious sanctions are required and all students need to be aware that should their behaviour damage the learning of others or be viewed as gross misconduct a sanction will be issued to address this negative behaviour.

## **SANCTIONS**

- Classroom led – Teachers’ professional judgement.
- Removed/Pastoral pick up detention.
- Isolation.
- Fixed Term/Permanent Exclusion.

## **DETENTIONS**

Detentions are a mechanism by which students are disciplined for a variety of offences. The school operates a number of detentions which focus upon certain behaviours.

Faculty Detentions - misbehaviour in lessons.

Pastoral Detentions - for behaviour identified by the pastoral team.

The school has the legal right to issue detentions; short detentions at the end of the day for a period of up to 15 minutes or during lunchtime which do not require 24 hours notice, while detentions of more than 15 minutes require written notice of 24 hours or more. The school is not required to give 24 hours’ notice of lunchtime detentions. The school will be mindful of a child’s transport arrangements and impact that a detention may have upon that child however this will not remove the need for the child to complete a detention

## **ISOLATION**

For more serious or persistent misbehaviour the school will allocate time within the Isolation Unit. Students who are directed to the Isolation Unit, which is located on the school premises, will be provided with work for the day and they will remain in the Unit at lunch and break time, meals are taken in the Unit. The rules within the Unit are displayed clearly for the student and failure to abide by the rules will result in additional time or further action as decided by the school.

## **EXCLUSIONS**

Under extreme circumstances students may have to be excluded from the school. The Headteacher makes that decision and he will have considered the information and evidence before deciding upon the length of the exclusion. Parents have the right to appeal against an exclusion, and details of how to appeal are provided to parents of students who are excluded from the school.

During a fixed term exclusion, students should not be in the vicinity of the school, unless an appointment has been made with a member of the school’s staff.

Since September 2007, parents are now legally responsible for their children during a fixed term exclusion of between 1 to 5 days. Schools are responsible should an exclusion be between 6 to 15 days in length. Exclusions over 15 days are the responsibility of the Local Authority.

Guidance on exclusions can be found on the following website or from the Local Authority.

**<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/previous-exclusion-guidance>**

Students may be excluded from school for persistent misbehaviour or for serious incidents in which they have been involved. An exclusion may last for a fixed period of time, e.g. one day, two days, or it could be permanent. Exclusion is a very extreme sanction.

The kind of incidents for which a fixed term exclusion might be appropriate are:-

- Constantly disturbing the learning of other students in class.
- Swearing at an adult.
- Fighting or threatening other people.
- Being rude.
- Bullying.
- Bringing inappropriate items or illegal substances into school such as catapults, laser pens, air pistols, knives, blades, guns, alcohol, illegal drugs or items, imitation guns, cigarettes, laser lights, aerosol sprays, matches, cigarette lighters, electronic cigarettes, shisha pens.
- Supplying or selling illegal substances, and
- Other actions which disrupt the smooth running of the school, or put at risk the safety of other people.

### **PERMANENT EXCLUSION**

Permanent exclusions are very rare and the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It may, however, be appropriate to permanently exclude a child for a serious first or “one-off” offence. The Headteacher decides to exclude a student taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

### **STUDENTS WITH SEN**

Students with a Statement or with particular educational needs are expected to follow the school’s Behaviour Policy and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student is being supported. Fixed term and permanent exclusion, however, is still a possibility if serious misbehaviour occurs. See the SEN Policy.

### **EXTERNAL VISITS AND WORK EXPERIENCE**

- Students must take into account that they are representing the school.
- Students must make every effort to represent the school in a positive light.
- Students should behave in a manner that is sensible and respectful to the organisers and staff of other centres.
- Students must under all circumstances follow the health and safety guidance and ensure that others also follow such guidance.
- Students must wear the appropriate clothing or uniform for a visit or work experience.
- External visits and work experience are a privilege not a right.

## RECOGNITION

Praise and recognition are an integral part of the schools Behaviour Policy and a small sample is listed below:-

- Classroom level – verbal praise, positive praise, phone calls home
- Faculty/Year Team – letters, certificates, postcards, HoF/HOY phone calls
- SLT – Access, prize days, award ceremonies, lunch with the Headteacher

## MOBILE PHONES

We recognise that mobile phones can offer security and communication for our students on their journey to and from the school. Students are able to use their mobile phones at appropriate times through the day in designated zones. Students are not permitted to make or receive calls or texts no matter how urgent during lessons. Should a real emergency occur please contact the school office on 0151 652 1574 who will pass the message to your child.

## CONFISCATION

The **Education Act 2006** allows schools and members of staff to confiscate an item of property, if their aim is to maintain an environment conducive to learning and one which safeguards the rights of others to be educated.

Most items that are confiscated will be returned, however should an item of property have little or no value then the school will dispose of such items. The confiscation of items that are dangerous, offensive, and illegal or pose a health and safety risk will be dealt with according to the law and on an individual basis.

## RESTRAINT

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a student from:

- committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); or
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the head has authorised to have control or charge of students.
- This can also include people to whom the head has given temporary authorisation to
- have control or charge of students such as unpaid volunteers (for example parents
- accompanying students on school-organised visits); and
- does **not** include any students (including those in positions of authority, such as prefects).

The power may be used where the student (including a student from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member for example on a school visit.)

## **SEARCHING**

The searching of a student will only take place very rarely by a member of the pastoral staff or The Birkenhead Park School's Safer Schools Police Officer. The **Violent Crime Reductions Act 2006** makes it lawful for identified school staff to search students for knives or other weapons. The searching of a student will always be conducted in front of a witness and be by a member of staff of the same gender as the student. A student may also be asked to turn out their pockets and hand over any item that is causing a disturbance. Alternatively the police may be asked to carry out a search if the situation warranted such an action.

Rights and Responsibilities:-

The Birkenhead Park School and its staff have the right to:-

- Enforce the school's behaviour policy including rules and disciplinary measures.
- Expect students and parents cooperation in maintaining an orderly climate of learning.
- Expect students to respect the rights of other students and adults.
- Not tolerate abusive or violent behaviour.
- Involve outside agencies as appropriate.

The Birkenhead Park School has the following responsibilities:-

- To consult the school community on the Behaviour Policy.
- To ensure staff are clear about the extent of their authority.
- To support and praise students for good behaviour.
- To apply sanctions fairly.
- To make alternative provision available from day six of an exclusion.
- To ensure health and safety procedures are followed.
- To tackle bullying and ensure systems are present to address issues around bullying.
- To promote staff and student morale.

Students have the right to:-

- Be treated with respect and listened to.
- Be taught in an environment that is safe, conducive to learning.
- Expect appropriate action from school staff when dealing with any incident of bullying, violence, discrimination or harassment.

Student responsibilities:-

- To follow reasonable instructions, obey rules and accept sanctions.
- To act as representatives of the school when away from the building.
- To not bring inappropriate items to the school.
- To never harm, denigrate, bully other students or staff.

Parents have the right to:-

- Expect their child to be safe, secure and respected.
- Appeal to the Headteacher if they feel that the school has acted unfairly.
- Parents have the right to contact the Clerk to the Local Governing Body to appeal to the Local Governing Body if they feel that the Headteacher has acted unfairly.
- Be kept informed about progress including behaviour.
- Be listened to and receive a fair and prompt response.
- Appeal against an exclusion.
- Contribute to the development of the Behaviour Policy.

Parent's responsibilities:-

- To respect the school's Behaviour Policy and follow its guidance.
- To help ensure that their child follows the rules and reasonable instructions.
- To send their child to school punctually, suitably clothed, fed and rested.
- To ensure the school is aware of any Special Educational Needs or other factor which may affect their child's behaviour.
- To support the school in promoting good behaviour.
- To attend meetings with staff in relation to their child's behaviour.
- To ensure that if their child is excluded that they are supervised and not in a public place during school hours.

Statutory Authority regarding school Discipline

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as Teaching Assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

## **EXPECTATIONS AND STANDARDS OF THE BIRKENHEAD PARK SCHOOL STUDENTS**

The following is a list of standards and expectations for our students:-

- Treat all members of the school community with respect.
- Respect the fabric and structure of the building.
- Students are here to learn and must actively promote learning.
- Students are expected to behave in a safe manner at all times.
- Students are to follow the reasonable instructions of all staff.

Items not permitted:-

- Mobile phones if seen or heard will be confiscated if used out of the designated times and zone.
- Music devices, games devices or any device deemed to have a negative impact on learning will be confiscated
- Drinks other than water or those sold in the canteen are not permitted in the school.

- Sweets and items of deemed unhealthy by the school are not permitted.
- Powered vehicles eg.motor scooters are not permitted upon school premises.
- None The Birkenhead Park School bags unless it is a second bag.
- Headphones.
- IT equipment other than that issued by The Birkenhead Park School inclusive of cameras and recording equipment.

Students will be expected to:-

- Wear the full school uniform.
- Not have extreme haircuts this includes colours and cut.
- Wear shoes for school.
- Not wear any footwear such as training shoes, pumps and any other footwear not approved of by the school.
- Eat only in the canteen or other designated eating areas.
- Not engage in any commercial activity on The Birkenhead Park School premises.
- Only wear outdoor coats outside of the building.
- Not wear hats in the building.
- Respect property belonging to others.

Advice to students:-

- Do not bring in valuables or money into the school.
- Should you need to bring money into the school bring the smallest amount possible.
- Expensive items of clothing and equipment should not be brought into the school and the school will not be liable for any damage or loss.
- Should you need clarification on any issue contact your AHOY or HoY.