



Including local arrangements in annexes for:

BIRCH HILL PRIMARY SCHOOL AND NURSERY SCHOOL

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1: RATIONALE AND AIMS

Maiden Erlegh Trust has high expectations of the behaviour and attitudes of its pupils/students in all schools across the Trust. This includes whilst at school, on school trips/fixtures, and when representing the school and/or the Trust in any capacity, including walking to and from school, and on the internet.

How each school will respond when expectations are not met will vary according to individual school dynamics. School-specific approaches and information are annexed to this document.

This policy covers our shared values and principles, as well as confirming our approaches to any statutory situations.

Every member of The Trust and each school (pupils/students, staff, members of the School Advisory Board) has the right:

- To be able to work and learn to the best of their ability and without disruption.
- To work and learn in a healthy, safe, and pleasant environment.
- To experience success and fulfil their potential.
- To feel valued
- To feel supported
- To be treated with respect and good manners
- To be treated fairly

Every visitor has the right to feel welcomed and to be treated politely and with respect. Every member of the public who meets pupils/students outside school has the right to be treated politely and with respect.

Every pupil/student is expected to do their very best to meet the Trust's high expectations, to take responsibility for, and accept the consequences of any mistakes or lapses in judgement, and to work constructively with any support put in place to help them to do so.

Every member of staff has a responsibility for upholding the school's culture and ethos, modelling positive conduct and communication, and ensuring that this policy is implemented. It is never someone else's job - the standards that you walk past are the standards you accept.

Parents and carers are expected to support the Trust and its schools in their work to maintain positive and safe environments, including in their application of this and other relevant policies.

Definitions

Conduct

Poor conduct undermines the culture and climate of schools, for example by damaging: the orderly running of the school, the safety and well-being of others, the working/learning

environment, the Trust/school's reputation.

Behaviour for Learning

Pupils/students who display good behaviour for learning display a positive attitude e.g., they: listen and participate in lessons positively, manage and organise their learning well, welcome and respond positively to feedback, support others in their work and learning.

Unless specified, the term "behaviour" will refer both to conduct and behaviour for learning.

Bullying

This is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally.

Harassment

This is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Proof

When establishing the facts in relation to a behaviour incident the School/Trust will apply the civil standard of proof, i.e., 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

The Maiden Erlegh Trust Code of Conduct

All pupils/students are expected to behave in a manner which promotes the best that they can be and the best interests of their school community and the Trust community. They must:

- Treat everyone in the school community with kindness and respect.
- Move around the school and classrooms in a safe and responsible manner.
- Respect the school environment and the property of others.
- Be attentive and polite in lessons and contribute positively.
- Work hard and do their best in class and on homework/independent study.
- Attend school regularly and arrive at school and lessons on time.
- Take responsibility for managing their own learning.
- Listen to members of staff and follow all reasonable instructions.
- Use digital/smart technology and the internet safely and positively.
- Dress smartly and appropriately at all times and ensure their appearance is in line with expectations.

This applies to all learners in all settings.

2: CONDUCT AND BEHAVIOUR FOR LEARNING

Each school in the Trust will have a range of support strategies in place to prevent, support and respond to poor behaviour (including to prevent incidents escalating and thus to prevent the need for sanctions). We acknowledge that we must strike the right balance between prevention, support, and response.

Prevention

When pupils/students join a school, and at the start of each academic year, all pupils/students are reminded of the behaviour expected of them in classrooms, around school, when representing their school and when using Information Technology.

It is each headteacher's responsibility to ensure that these expectations are clear to all stakeholders (this will include education, publication on website, and reminders through bulletins and other ad-hoc communications).

Rewards

Each school will develop its own reward structure appropriate for its context. See Annex 4.

Children will be rewarded not only for academic effort and performance but also for aspects related to their Character Education: their attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience aligning with our Trust values of Aim High, Be Inclusive and Work Together. These values underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations.

Support

Each school will develop its own menu of support, appropriate for its context. See Annex 3.

We will always consider if there is an unidentified or undiagnosed need causing or exacerbating poor behaviour and if additional support is necessary.

Response

This policy's effectiveness is based on consistent, assertive, and positive school-wide behaviour management. All staff are responsible for managing behaviour, and the implementation of this policy, in each Trust school. The response to any poor behaviour aims to preserve the positive environment and dignity for everyone involved. We:

- see every child/young person as an individual worthy of respect and kindness
- do not punish the majority for the errors of a few
- praise more than we chastise
- praise in public and reprimand in private
- never make personal comments
- do not shout or sanction in anger

The person imposing any prevention/support strategies, or sanctions must inform the pupil/student and their parents in a timely way and explain the reasons for them.

Staff training

All staff are required to read and implement the Behaviour Policy before starting school and behaviour management strategies are covered with all members of staff at induction and refreshed during the year. In addition, all staff receive reminders of their school's local procedures in the relevant handbook.

Trainee teachers and Early Career Teachers (ECTs) receive bespoke sessions on behaviour management, and we provide coaches and mentors for colleagues who need support in this area.

Whole school training sessions cover a range of professional development sessions linked to behaviour management e.g., on Behaviour for Learning, working with SEND pupils/students, de-escalation techniques. In some schools we also provide training on advanced specialist strategies such as physical intervention and youth mental health first aid training is available to all staff.

3: SANCTIONS AND CONSEQUENCES

The law allows schools to impose sanctions upon pupils/students for disciplinary reasons only. This includes breaches of the Behaviour Policy and in respect of those who fail to follow instructions. Sanctions can be imposed for misbehaviour in and out of school to such an extent as is reasonable.

When imposing a sanction, the following conditions must be satisfied:

- The sanction must be imposed by a member of staff authorised by the Headteacher.
- The decision to impose the sanction must be made on school premises or while the pupils/student is under the charge of the member of staff imposing the sanction.
- The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Practice or the Equality Act 2010).
- The sanction must be reasonable and proportionate, taking into account the pupils/student's age, special educational needs, disability, or religious requirements

A pupil/student with a Special Educational Need or Disability is not exempt from school consequences or sanctions. However, their needs will be fully considered during any investigation, and any sanction will be applied in line with the school's legal duties under the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice, taking into account all appropriate reasonable adjustments.

Possible Sanctions

The majority of incidents will be resolved immediately, with a pupil/student responding to a reminder of the expectations. If the pupil/student fails to respond positively and fails to modify their behaviour, one or more of the following sanctions may be imposed:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as sanction
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in a non-uniform day

- Detention including during break-time, lunchtime, after school or on INSET day.
- A same day disciplinary detention
- School based community service
- A report card

When a pupil/student, having been sanctioned in this way, either refuses to comply or fails to modify their conduct/behaviour for learning, or when a pupil's/student's behaviour has become more serious, they will be referred to a school leader who may impose one or more of the following sanctions:

- A longer disciplinary detention
- Multiple disciplinary detentions
- Multiple same day disciplinary detentions
- Extended days
- Withdrawal of free time at break, lunch, free period privileges in school
- A temporary or permanent ban from representing the school on trips, visits, or public activities
- A temporary or permanent ban from taking part in school social activities
- Withdrawal of an allocated place on a school trip, visit or other activity (forfeiting any monies paid for such activities)
- Imposed awareness and reflection work
- Confiscation of property (for which we reserve the right to search the pupil's/student's belongings)
- Withdrawal to work in another classroom, with another class
- Alternative Learning Provision (ALP) in school (pupil/student is withdrawn from lessons for a day or more)
- A Fixed Term Transfer (FTT) – a short transfer (usually one or two days) to another school to avoid a suspension
- A Suspension
- A Permanent Exclusion (PEX)

The Trust's approach to poor behaviour will endeavour to be positive and constructive at all times, with any form of alternative learning, suspension or exclusion being used as a last resort, or if a situation has arisen which demands strong and immediate action.

Parents will not be involved in either the process or decision to sanction a pupil/student who is not their child, even where their child was a victim of that pupil's/student's misbehaviour.

Parents wishing to complain about any disciplinary sanction imposed on their child are able to do so under the Trust's published Complaints Policy.

For all sanctions resulting in a pupil/student being withdrawn from their usual timetable as part of a formal sanction (not including the investigation period) due consideration will be given to a pupil's/student's needs, protected characteristic features, safeguarding issues, and prior record, before making a final decision. The decision-making process and its conclusions will be recorded on the Trust "Sanction Consideration Form" and filed with the evidence of the investigation.

See Annex 2 for school specific stages of response to poor conduct and/or behaviour for learning.

4: DETENTION

Schools have the power to impose detention (including outside school sessions) upon any pupil/student under the age of eighteen years as a disciplinary penalty. All detentions will be recorded electronically on the pupil's/student's file.

Permitted Day

The detention can be on a "permitted day", which is any school day, any Saturday or Sunday (excluding the Saturday and Sunday immediately before or after a school holiday) or any INSET day except if it falls, on a day which precedes the first day of term, or after the last school day of the term.

Notice

Parents are not legally entitled to notice of a detention imposed upon their child before it can take place, although a school will usually notify the parents of any detention imposed outside normal school sessions, except in relation to detentions which take place immediately after school.

Parental Consent

Parental consent to a detention is not required. If parents want to raise an objection to a detention, they may do so under the Trust's published Complaints Policy. In those circumstances, the detention may be postponed until after the complaint has been considered. This is not guaranteed, however.

Travelling Arrangements

In addition to the normal rules regarding the imposition of sanctions, a school will take into account whether suitable travelling arrangements can reasonably be made by the parents where the pupil/student is very young, does not live within walking distance of the school and is reliant on school transport or public transport which is only available at specific times. Whether making alternative travel arrangements is inconvenient to the parents is not a factor which a school will take into account.

Lunch Time Detentions

If a school imposes a detention at lunch time, the school will ensure that the pupil/student is allowed a reasonable amount of time to eat, drink and use the toilet facilities.

Failure to Attend Detention

If a pupil/student fails to attend a detention without a reasonable explanation, they will normally receive a more severe sanction.

5: ALTERNATIVES TO SUSPENSION AND EXCLUSION

Lesson Withdrawal

Lesson withdrawal is when the pupil/student is removed from a particular lesson for one or more lessons and placed elsewhere in the school, either on their own or with other pupils/students. This is a sanction for serious or persistent poor behaviour in a particular subject.

Alternative Learning Provision (ALP)

ALP is when a pupil/student is removed from his or her formal lessons for a limited period of time and placed elsewhere in the school and remains supervised. This is a sanction for serious or persistent poor behaviour. In such cases, provision will be made for the pupil/student to eat lunch and use the toilet facilities. The period of time a pupil/student may be sanctioned in this way is determined on a case-by-case basis. During this period, pupils/students will typically also undertake a programme of activities designed to enable them to reflect on their behaviour, its impact on them and others and how to reintegrate positively back into their school.

Modified Timetable (MTT)

A school may work with the parents and pupil/student to agree a modified timetable (usually for a fixed period of time) when the pupil's/student's day timings and/or timetable structure is adapted to improve engagement, provide time for therapeutic interventions, work experience, alternative courses etc. The MTT and its impact is reviewed regularly throughout the process

Fixed Term Transfer (FTT)

Schools within the Trust may impose a Fixed Term Transfer, whereby a pupil/student is required to attend an Alternative Learning Provision (ALP) at another school for a period of time determined on a case-by-case basis. This is a sanction for very serious or persistent school behaviour, usually as an alternative to suspension from school.

Direction to an alternative education establishment

A school may direct a pupil/student off-site for education to improve behaviour under Section 29A of the Education Act 2002. This is a temporary, non-permanent measure used when other interventions have failed, often to Alternative Provision (AP) or another school, and can be done without parental consent. This would be for an agreed time and reviewed regularly throughout the placement.

Alternative and Off-Site Provision

This is when a pupil/student attends a different setting for part of the week with the intention of improving their engagement in school, helping them to manage their emotions, and raising their self-esteem. This would be for an agreed time and reviewed regularly throughout the placement. All of the settings used by Maiden Erlegh Trust schools are checked for compliance (eg Health and Safety, Insurance, Safeguarding Systems) and are regularly visited by a member of staff.

Managed Move

A managed move is a voluntary, but permanent transfer of a child from one mainstream school to another. It may also follow a period of off-site direction if a review determines that a move is in the child's best interests. All managed moves must be agreed by all parties, including parents and the new school's admission authority, and should only take place when it is clearly in the child's best interests. A Managed Move is typically used as a preventative measure to avoid permanent exclusion and to give the pupil/student a fresh start in a new environment.

6: SUSPENSION AND EXCLUSION

Any decision to send a pupil/student off-site (even at lunchtimes) is a suspension and will be dealt with formally in accordance with [Department for Education's statutory guidance August 2024](#). Only the Headteacher has the power to impose a suspension or permanent exclusion.

Our priority is to try to prevent pupils/students being suspended or excluded from school and whilst only ever used as a last resort, suspension or exclusion may be imposed for:

- Bringing a prohibited item into school
- Bringing a school or the Trust into disrepute
- Defiance of staff which jeopardises safety
- Discrimination on the grounds of membership of a protected group under the Equality Act
- Drug and alcohol related incidents (including legal highs, tobacco, and vaping)
- Failure to comply with the expectations of an ALP, or a Fixed Term Transfer
- Grooming for any purpose including sexual or criminal exploitation and radicalisation
- Inciting, encouraging or filming a harmful event and failing to intervene or help, despite having the ability to do so
- Malicious accusations
- Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others
- Persistent or deliberate reckless or dangerous behaviour
- Physical assault of member of staff or visitor to a school/the Trust
- Physical assault of pupil/student
- Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon)
- Posting abusive, misleading, or illegal comments, images, or other content in emails or on social networking sites or blogs
- Refusal to Accept the Authority of the School
- Repeated bullying of any member of the school community
- Repeated harassment of any member of the school community
- Serious damage to property/vandalism/graffiti belonging to another pupil/student, a member of staff or visitor to a school/the Trust
- Sexual misconduct
- Significant or persistent breach of the Acceptable Use of Digital Technology Agreement
- Theft of property belonging to another pupil/student, member of staff or visitor to a school/the Trust
- Threatening or intimidating behaviour of any kind
- Verbal abuse of member of staff or visitor to a school/the Trust
- Violent disorder

This list is not exhaustive.

In the event of a suspension being issued during the school day, parents or carers will be called to collect their child. If a parent refuses to collect their child, or cannot be contacted within a reasonable timeframe, the school will follow safeguarding protocols. This may

include contacting Social Care and/or the Police to ensure the safety and wellbeing of the pupil/student.

The Decision to Suspend/Exclude

Before taking the decision to suspend/exclude, the Headteacher will:

1. Conduct an investigation into the events leading up to the suspension/exclusion or delegate the investigation to another appropriate colleague.
2. The investigation will include:
 - Taking signed and dated witness statements from other pupils/students and members of staff.
 - If a witness is reluctant to sign a statement the interviewing staff member will produce a witness statement to confirm exactly what the witness said, and the witness will be given a chance to correct any mistakes.
 - In the event that a pupil/student refuses to make a statement this fact will be recorded formally by the interviewing member of staff.
 - Collecting any other relevant evidence possible (for example, photographs or CCTV footage)
 - Taking all reasonable steps to obtain a statement from the pupil/student at risk of suspension/exclusion.
3. The headteacher will assess the evidence and information obtained during the course of the investigation. When establishing the facts the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
4. He/she will ascertain whether there are any underlying causes for the behaviour.
5. He/she will ascertain whether the pupil/student has a special educational need or disability or protected characteristic (as defined by the Equality Act 2010) and whether a reasonable adjustment should be made.
6. He/she will decide whether a suspension (and, if so, the length of the suspension) or whether a permanent exclusion is merited.
7. He/she will decide whether a suspension or permanent exclusion is lawful, reasonable, fair, and proportionate.
8. A permanent exclusion will be imposed where there has been a serious breach, or persistent breaches, of this Behaviour Policy, and where allowing the pupil/student to remain in school would seriously harm the education or welfare of the pupil/student or others such as staff or pupils/students in the school.
9. The school reserves the right to impose a further consecutive suspension or a permanent exclusion for the same misbehaviour where further evidence comes to light after the original suspension.
10. In circumstances where an investigation cannot be carried out on the day of the incident, but there is enough immediate evidence to be satisfied that there has been a serious breach of the behaviour policy, then a suspension will be issued whilst the investigation is ongoing and may be revisited in the light of the evidence gathered, and this could involve a permanent exclusion.

Procedure for issuing a Suspension or Permanent Exclusion

When the Headteacher has made a decision to suspend/exclude, the following procedure will be followed:

1. The parents will be contacted on the same day verbally (usually by telephone) or by email if that is not possible. They will be informed of the period of the suspension or permanent exclusion and the reasons for it.
2. The parents will receive a formal notification letter confirming the period of the suspension, the reasons for the suspension, and all other statutory information required by the Regulations and Guidance. Every effort will be made to give a copy of this to the parent or pupil/student at the time the suspension/exclusion is issued.
3. Work will be sent home for the pupil/student to complete during the first five days of the suspension/exclusion. Where the suspension is for a period of more than five days, the school will arrange for alternative educational provision from the sixth consecutive day. For permanent exclusions, the local authority will arrange for alternative educational provision from the sixth day of the exclusion.
4. For a suspension which results in the total number of days suspended in that term **not exceeding 5 days**, the parents will be invited in the notification letter to make representations about suspension which, if received, will be considered by the School Advisory Board and, in appropriate cases, a copy of their comments will be placed on the pupil's/student's record. The School Advisory Board will not, however, have the power to direct reinstatement, and the pupil/student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a member of the School Advisory Board).
5. For a suspension which results in the total number of days suspended in that term **exceeding 5 days but not exceeding 15 days**, the parents will be invited in the notification letter to make representations about the suspension which, if received, will result in the School Advisory Board Disciplinary Committee arranging a meeting **within 50 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).
6. For a suspension which results in the total number of days suspended in that term **exceeding 15 days**, the parents will be invited in the notification letter to make representations about the suspension and, whether or not representations are received, the School Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).
7. For a **permanent exclusion**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the School Advisory Board Disciplinary Committee will arrange a meeting **within 15**

school days to review the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date.

8. For a suspension which results in the **loss of opportunity to take a national curriculum test or public examination**, the parents will be invited in the notification letter to make representations about the suspension and, whether or not representations are received, the School Advisory Board Disciplinary Committee will **take reasonably practicable steps to arrange a meeting before the test or examination is due to take place, and in any event within 15 school days** to review the Headteacher's decision and decide whether to uphold the suspension or direct reinstatement, immediately or on a specified date. If the decision to suspend is upheld, the pupil/student will not be readmitted without a readmission meeting with a senior member of staff (and possibly a member of the School Advisory Board).

The Pupil/Student's Involvement in Making Representations

Where representations are made by parents, the suspended/excluded pupil/student may also be involved by writing down anything that the pupil/student wants to say about the suspension/exclusion and attaching this to the parents' representations, which should be addressed to the Clerk to the School Advisory Board and either taken in to the School office, or sent by email to the Clerk to the Board of Trustees at trustees@maidenrleghtrust.org as soon as possible, and at least two days before the meeting, where relevant.

School Advisory Board Disciplinary Committee Meeting

School Advisory Board Disciplinary Committees are typically made up of three School Advisory Board members. Where availability is limited one member of the Committee may be a Trustee.

When a School Advisory Board Disciplinary Committee meeting is to take place, the parents are able to attend the meeting, and be accompanied by a representative (at their own expense) or a friend. The pupil/student may also attend if the parents so wish. The parents, pupil/student, representative or friend may make representations to the School Advisory Board at the meeting. The parents may also request that a representative of the local authority (and a representative of the local authority in the area in which the pupil/student lives, if this is a different area to the school) is invited to attend the meeting, as an observer only.

Where the School Advisory Board Disciplinary Committee direct that the pupil/student is to be reinstated, they will be reinstated by the Headteacher immediately or, if so directed, on the specified date, and the suspension/exclusion will be recorded as withdrawn on the pupil's/student's record.

Where the decision to suspend/exclude is upheld by the School Advisory Board Disciplinary Committee, the parents will be sent a notification letter informing them of this fact and the reasons for the decision, together with statutory information required under the Regulations and Guidance. In the case of permanent exclusions, this information will include full details of how the parents may ask for a review of the decision by an independent review panel.

Independent Review Panel

Independent Review Panels will be convened and run in accordance with Statutory

Guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023](#)

Document Retention

The Permanent Exclusion file will be retained by the school until the child's 25th birthday.

Readmission

When a child returns to school following a suspension, there will be a readmission meeting involving key staff, the child and the parents. In the event that the parents are unable or choose not to attend, the readmission meeting will go ahead in their absence. The purpose of this meeting is to:

- Take in any outstanding work set for the period of the suspension
- Re-establish expectations for re-integration into the school community
- Review any support strategies in place and agree any amendments/additions including behaviour plans and risk assessments if relevant

If a child is unable /unwilling to commit to adhering to school rules and expectations, they will be readmitted to school, a risk assessment will be conducted, and mitigations may be put in place. They may face further suspensions or permanent exclusion in the event of further transgressions of the behaviour policy.

All readmission meetings will be followed up with parents in writing.

7: REASONABLE FORCE, RESTRAINT AND SECLUSION

Government guidance sets out how reasonable force or restraint can be used in schools. [Restrictive interventions, including use of reasonable force, in schools 2026.](#)

School staff have a legal power to use reasonable force to prevent pupils/students from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils/students at the school, whether during a teaching session or otherwise, both on and off the school premises. Reasonable force means using the minimum force necessary and only as a last resort, taking account of the circumstances of each situation. It will only be used when other strategies such as de-escalation have failed or are not appropriate, and it will never be used as a punishment. Any use of reasonable force will be proportionate to the risk of harm and applied for the shortest possible time.

Examples of When Reasonable Force May Be Used

Reasonable force may be used to:

- prevent a pupil from injuring themselves or others, including stopping a physical assault or intervening where there is a risk of serious harm;
- prevent serious damage to property where this could pose a risk to safety;
- prevent a pupil from leaving the classroom or school premises when doing so would place them in danger;
- separate pupils who are fighting or behaving aggressively;
- remove a pupil from a situation where they are causing serious disruption and

- other strategies have been unsuccessful or are inappropriate;
- prevent behaviour that would seriously prejudice the maintenance of good order and discipline where there is a risk of harm.

What Reasonable Force May and May Not Include

Reasonable force may include physical intervention to guide, block, separate, or restrain a pupil in order to prevent injury, damage to property, or serious disruption, using the minimum force necessary for the shortest possible time. This can include holding or escorting a pupil away from a situation or using physical contact to prevent them from leaving a safe area when there is a risk of harm.

SEND Considerations

We recognise that pupils/students with Special Educational Needs and Disabilities (SEND) may display behaviours linked to communication difficulties, sensory needs, trauma, or unmet needs. Staff will take account of a pupil's age, understanding, needs, and individual circumstances when deciding whether to use reasonable force. Where possible, behaviour support plans, risk assessments, and positive handling plans will be in place and shared with relevant staff. De-escalation, reasonable adjustments, and preventative strategies will be prioritised, and any use of reasonable force involving a pupil with SEND will be carefully recorded, reviewed, and used to inform future support. In our Special Schools and Alternative Provision, all staff receive specialised training in the use of restraint.

All incidents involving reasonable force will be recorded and parents/carers informed in writing as soon as practicable. Each school will review their record of physical interventions on at least an annual basis.

Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. Suspension will not be an automatic response when a member of staff has been accused of using excessive force.

Parental consent is not required for members of staff to use reasonable force on pupils/students. Parents who are unhappy that reasonable force has been used on their child are able to submit a formal complaint to the relevant school under its published Complaints Policy.

Use of Seclusion

Seclusion is defined as the supervised isolation of a pupil/student from others in a separate area for a limited period of time, where the pupil/student is prevented from leaving. The school recognises that seclusion is a restrictive practice and will only be used in exceptional circumstances where it is necessary to reduce a serious and immediate risk of harm to the pupil or others, and where less restrictive strategies have been ineffective or are inappropriate. Seclusion is not used as a punishment, for staff convenience, or to manage non-compliance or low-level disruption.

When seclusion is used, it will be for the shortest possible time, with the pupil/student continually monitored, and the environment will be safe, suitable, and proportionate to the

pupil/student's age, needs, and circumstances. Parents/carers will be informed as soon as practicable, and all incidents will be recorded, reviewed, and used to inform future support and risk management.

SEND Considerations

Where a pupil with SEND is at increased risk of requiring seclusion, this will be addressed through an individual behaviour support plan, risk assessment, and reasonable adjustments in line with the Equality Act 2010. Seclusion will not be used in a way that discriminates against a pupil or replaces appropriate support, and any use involving a pupil with SEND will be carefully reviewed to reduce the likelihood of recurrence.

We recognise that it is important for some children, to have free access to a secure, calm space for self-regulation when they need it. When used in this way, the incident will not be recorded as seclusion.

All incidents involving seclusion will be recorded and parents/carers informed in writing as soon as practicable. Each school will review their record of seclusions on at least an annual basis.

8: TYPES OF INCIDENT

Pupils'/students' behaviour outside the school gate (including on the internet) When a school is made aware of pupils/students behaving inappropriately or in a way which is unsafe outside school, their parents will be informed, and advised as to how they can support their child in the community and/or online. There will be an expectation on parents to support the school in disciplinary matters.

Non-criminal poor behaviour and/or bullying which occurs off the school premises including online, and which is witnessed by a staff member or reported to the school, may also be considered as grounds for sanctions as outlined within this policy. In such cases, incidents will be reviewed, and sanctions imposed in the same way as if the incident had happened in school (including up to permanent exclusion).

Pupils/students may be disciplined for poor behaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil/student at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil/student
- that could adversely affect the reputation of the school or Trust

Breaches of the Law

The school has the power to impose an appropriate disciplinary sanction on a pupil/student who has misbehaved in a way which could amount to a criminal offence (for example, theft, physical or sexual assault, criminal damage, possession or supply of prohibited substances, harassment, or public order offences). This applies to misbehaviour on the school's premises or outside school, and a sanction can be imposed

even where the pupil/student was not identifiable as a pupil/student of the school at the time.

There may be occasions when the police decide to take no formal action against a pupil/student, but this does not always mean that the police have cleared the pupil/student of guilt – they may be satisfied that an offence was committed but have decided it was not in the public interest to take formal action. The school will therefore carry out its own investigation (applying the civil standard of proof ‘on the balance of probability’, rather than the criminal standard of ‘beyond reasonable doubt’) and may impose a sanction where it is reasonable, fair, and proportionate to do so.

The Trust and/or the relevant school will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and co-operate fully with any subsequent police investigation or prosecution by providing all relevant information.

If a child is found in possession of a weapon (including a blade) or a controlled substance the Trust and/or relevant school will automatically report them to the police and in most cases to social care.

If the school is concerned of potential links to radicalisation, criminal exploitation, or gangs they will liaise with the appropriate agency.

Possession of Sexual Imagery

Incidents will always be reported to the police and social care if:

- The children sharing the images are under 13
- The images involve sexual acts and any child depicted is under 13
- It involves an adult
- There is evidence to suggest the child has been coerced, pressured or exploited
- There are concerns over the child’s capacity to consent
- The imagery is not in line with their developmental age

Mobile phones and smart technology

The use of mobile phones and other smart technology with similar functionality (eg the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. This is in line with DfE guidance [Mobile phones in schools January 2026](#) and is to reduce distraction and disruption.

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a “prohibited item” banned by the Trust/school, and subject to the normal rules on searching, seizure, retention, or destruction.

A pupil’s/student’s mobile telephone/device may be confiscated as a disciplinary sanction where the policy has clearly been breached, for instance where a mobile phone is used by a pupil/student or is heard ringing in a pupil/student’s bag. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil/student and/or

parent after a period of time agreed by the school. This may be up to the end of the current term.

Whilst schools are expected to prohibit the use of mobile phones throughout the school day to reduce distraction and disruption, they must comply with their other legal duties such as the duty to make reasonable adjustments where necessary. There may be other exceptional circumstances where schools will consider making adaptations to policy for specific pupils.

Additionally, separate rules may apply on the use of mobile phones on residential trips or trips outside of the normal school day.

Sixth form students will be permitted access to their mobile phone at certain and limited times and locations, without compromising the school's policy on the use of mobile phones for other pupils/students.

Please see Annex 1 for local arrangements.

School uniform (code of dress in the Sixth Form)

Pupils/students are expected to wear the relevant school uniform/code of dress and abide by the school's expectations of appearance and self-presentation including to and from school.

These are made clear on the website, and we expect parents to support our expectations. When there are valid reasons for a pupil/student not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing, and to rectify the situation in the shortest period of time possible.

Please see Annex 1 for local arrangements.

Malicious allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion on any pupil/student who is found to have made a malicious allegation.

In addition, where the pupil/student remains at the school, they are likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

Vandalism, Damage or Theft

In the event that a pupil/student is found to have caused damage as a result of wilful or reckless behaviour we reserve the right to ask the parent/carer for a contribution towards the cost of replacement/repair. This applies to damage to the school building and its contents as well as property belonging to another pupil/student, a member of staff, or a visitor. This applies equally to damage caused on school trips or visits.

In the event that a pupil/student is found to have stolen property we reserve the right to ask the parent/carer for a contribution towards the cost of replacement.

Students who are intoxicated

Any student who is believed to be intoxicated will be sent home and this will be recorded as a formal suspension from school. If a student is unwell, medical attention will be sought or recommended.

9: THE POWER TO SEARCH

Any decision to search a pupil/student will be dealt with in accordance with Department for Education's guidance: [Searching, screening and confiscation July 2022](#):

A school can search any pupil/student or their possessions for any item with the pupil's/student's consent. If a member of staff asks a pupil/student to empty their pockets or bag, and they do so, this will be deemed to have consented to being searched. If a pupil/student refuses to be searched, they will be deemed to be in breach of the Behaviour Policy and could be suspended from school.

The school can require pupils/students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon. In accordance with the guidance, if a pupil/student refuses to be screened in this way, an

assessment will be made as to whether it is necessary to carry out a search. If the pupil/student refuses a search, they may be sanctioned in line with the school's behaviour policy. During this time the pupil may be supervised and kept away from other pupils. An assessment may also be made as to whether it is appropriate to use reasonable force to conduct the search.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers, and bags.

Prohibited Items

A school's Headteacher and members of staff authorised by the Headteacher have the right to search a pupil/student or their possessions, without consent, if they have reasonable grounds for suspecting that the pupil/student may be in possession of a "prohibited item". If a member of staff suspects that a pupil/student is in possession of a "prohibited item" and the pupil/student refuses to empty their pockets or bag, the school can impose an appropriate sanction for this refusal.

A school's Headteacher and members of staff authorised by the Headteacher have the right to use such force as is reasonable, given the circumstances, when conducting a search for a 'prohibited item'.

The "prohibited items" are:

- Abusive or racially inflammatory images or texts
- Acids or toxins
- Alcohol
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil/student themselves).
- Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
- E-cigarette or vaping items
- E-scooters
- Fireworks
- Controlled substances (including illegal or prescription drugs and associated paraphernalia)
- Knives/blades or weapons
- Laser pens or similar
- Legal highs
- Literature or images considered to be purporting extremist views
- Magnets
- Mobile telephones/electronic devices when used in a way that contravenes the school rules
- Pornographic images
- Replica or toy weapons
- Stolen items
- Tobacco products, lighters/matches, and cigarette papers

Banned Items

A school and/or the Trust reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

Headteachers and authorised staff can search for items banned by the school as identified in the local school rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules.

Authorised Members of Staff

Searches will only be conducted by members of staff authorised by the Trust and/or Headteacher of a school. In each school, the following members of staff are authorised to conduct searches:

- All members of the Senior Leadership Team
- All members of the Inclusion/Behaviour Team
- Special Educational Needs Co-ordinator
- Designated Safeguarding Lead
- Pastoral middle leaders
- Phase leaders
- Family Support Advisor
- The Trust Designated Safeguarding Lead
- The Executive Director of Education
- The Chief Executive Officer
- Any other member of staff authorised by the Headteacher

Searches

In almost all cases, the member of staff conducting the search must be the same sex as the pupil/student being searched; and the search will be conducted in the presence of another member of staff acting as a witness. If possible, they will also be the same sex as the pupil/student.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the pupil/student or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex of the pupil/student and without a witness present.

Members of staff can refuse to conduct a search, even where they are authorised to do so by the Headteacher, and the Headteacher cannot compel any member of staff to conduct a search.

There is no requirement for parents to be notified in advance of a search, and parental consent is not required.

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Where a pupil/student fails to cooperate with a search for any item (including items prohibited by the school), this will be regarded as defiance and a disciplinary sanction

imposed, in addition to any disciplinary sanction for other misbehaviour leading to the search.

All members of staff conducting a search of a pupil/student will have due regard to the pupil's/student's expectations of privacy during the search. The pupil/student may be asked to remove outer clothing but will not be asked to expose their underwear. Outer clothing also includes hats, footwear, gloves, and scarves, as well as trousers when worn over other trousers/jogging bottoms.

The school will notify the pupil's/student's parents when a "prohibited item" or a "banned" item has been found.

Confiscation of Items Found

A school can seize, retain, or destroy any 'prohibited item' found following a search. A school can also seize any item found in any circumstances which is considered to be harmful or detrimental to the school and/or Trust, or any item which is evidence in relation to a criminal offence. In addition, a school can confiscate, retain, or dispose of any item belonging to a pupil/student as a disciplinary sanction for misconduct by the pupil/student, where reasonable to do so.

Where the member of staff is not sure whether a substance found is illegal or not, but has reason to believe that it may be an illegal substance, it will be treated as an illegal substance.

In determining whether there is a "good reason" not to hand items over to the police, or for not erasing data or files from electronic devices, the member of staff will take into account all relevant circumstances and use their professional judgement, including considering the value of a stolen item, and whether an item can be safely disposed of by the school.

Abusive or racially inflammatory images or texts	These will either be handed to the police or destroyed. If the image or text is electronic, it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Acids or toxins	Where acids or toxins are found, these will either be handed to the police or destroyed.
Alcohol	Where alcohol is found, the school will seize and dispose of it. Alcohol will not be returned to the pupil/student, their parents, or any other person.
Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others	Any item falling into this category will be seized and handed to the police.

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal	Any item falling into this category may be delivered to the police or returned to the owner. It may also be retained or disposed of.
injury to, or damage to the property of, any person (including the student/pupil themselves).	
E-cigarette or vaping items	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
E-scooters	Where these are found, they will be retained by the school and returned only to a parent.
Mobile telephones/electronic devices when used in a way that contravenes the school rules	Where mobile telephones or electronic devices are seized, the Headteacher or authorised member of staff may search the device if they reasonably suspect that there is data or a file on the device which has been, or could be, used to cause harm, to disrupt teaching, to break the school rules or to commission a crime. They can delete the data/file including from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Fireworks/caps	Where fireworks are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.
Controlled substances (including illegal or prescription drugs and associated paraphernalia)	Where controlled drugs are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution. Where there is a good reason for doing so, the school may dispose of the controlled drugs instead of handing them over to the police.
Knives/blades or weapons	Where knives/blades or weapons are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution.
Laser pens or similar	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Legal highs	Where other substances are found which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline the school will dispose of them. They will not be returned to the pupil/student, their parents, or any other person.

Literature or images considered to be purporting extremist views	These will either be handed to the police or destroyed. If the image or text is electronic it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Pornographic images	Where pornographic videos or images are found, the school will seize these and dispose of them. Electronic imagery Images will be permanently deleted from the device and from cloud storage. Where the pornography is extreme or involves children, the
	school will hand the video/images over to the police and co-operate fully with any subsequent investigation or prosecution. They will not be returned to the pupil/student, their parents, or any other person.
Replica or toy weapons	These will either be handed to the police or destroyed. They will not be returned to the pupil/student, their parents, or any other person.
Stolen items	Where items which are believed to be stolen are found, the school will seize these and hand them over to the police as evidence as soon as possible and support any subsequent investigation or prosecution. Where there is a good reason for doing so (for example, where there is no criminal investigation), the school may return the stolen items to their rightful owner instead of handing them over to the police.
Tobacco products, lighters/matches, and cigarette papers	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.

Liability for Confiscated Items

Members of staff who have seized a “prohibited item” have a defence to any proceedings brought against the school or Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy. Whilst the school will ensure that reasonable care is taken of seized items, the school will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

10: MONITORING

School level rewards, support strategies and sanctions (including all detentions) are recorded centrally as are all attendance records.

As part of each school’s termly review of its school improvement plan review and school evaluation, senior leaders scrutinise a range of data relating to behaviour and attitudes (including suspensions/exclusions) to determine how effective strategies are and the impact they are having. Where necessary, strategies are adapted, and interventions put in place.

The relevant Trust leaders review information relating to behaviour across all schools in

the Trust, as well as any particular strengths, and strategies for further improvement, presenting this to the relevant Trust Committee. Where necessary, the Trust Committee can direct schools to undertake further work in respect of behaviour.

ANNEX 1: SCHOOL SPECIFIC EXPECTATIONS

At Birch Hil Primary and Nursery School we have the following expectations and arrangements in place.

We have four Golden Rules



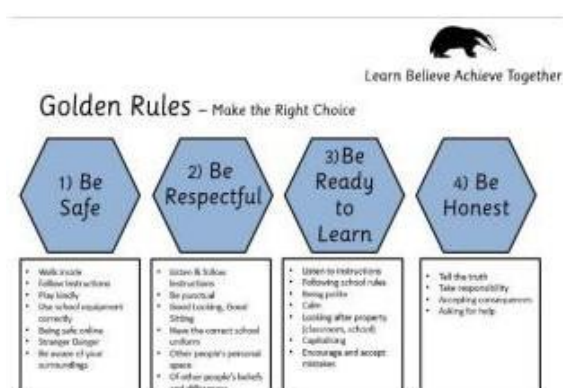
Behaviour guidelines to support learning

All teachers monitor Behaviour for Learning in their classrooms; good Behaviour for Learning is celebrated in classes and assemblies.

In cases where a child requires support, the Leadership Team will be informed and a member of staff may be assigned to support the child. In the case of a child who finds it extremely difficult to behave appropriately, immediate consultation with parents/carers is the first step. It may be that the child has an area of anxiety that will benefit from discussion.

Further actions will be tailored to meet the needs of the individual child. These could include working with the teacher or SENCo to put in place a small, stepped programme to improve behaviour.

The school code is relaunched annually in phases and is reinforced by all adults in school. We recognise the importance of both extrinsic and intrinsic motivation. Extrinsic motivation includes the use of stamps, stickers and specifically worded verbal praise. Attainment in terms of good behaviour or good academic work is celebrated through the Celebration assemblies. Our aim is to be able to value and encourage all children to “Be the best they can be”. Intrinsic motivation is also central to our work and to achieve this we aim to create a learning culture in which all children develop a “growth mindset”. We also work hard to encourage self-motivation through use of self and peer



assessment and through ensuring that children are actively engaged in their learning.

Building Learning Power

What children learn is vital to their education, we also equally believe *how* children learn is important.

At Birch Hill, we believe that teaching children lifelong skills, such as resilience, resourcefulness, reflectiveness and reciprocity are very important to their learning and to help them in their wider life. We use the work of Guy Claxton's Building Learning Power. Every classroom should display a Learning Pack, which shows the learning



muscles. It is important that the language of BLP is used throughout the day and examples of how the children are using these is explained. We also use this language in feedback and reports to parents. There are 18 learning muscles and children will encounter different ones as they move up the school. The posters below show which muscles are taught in which area of the school.

Parents in Partnership

Parents and carers will be encouraged by the school to fully share the responsibility of managing their child's or children's behaviour throughout their time at the school. We ask parents to contribute to consultations and attend meetings with professionals to develop individual plans to support positive behaviour in their children. We ask parents to engage with outside agencies when necessary to enable their child or children to better engage with learning and social behaviour.

Proactive approach to encourage positive conduct & behaviour for learning

The following sections outline our school systems and guidance to staff. They are to be used alongside teacher's own professional skills in promoting positive behaviours.

It is important for children to have clear guidelines within which to work. Our school expectations have evolved from practice; they are simple and positively phrased. They address the basic needs in terms of organisation and physical safety measures.

Proactive approach – Classroom

Carefully considered seating, class generated expectations clearly displayed. High expectations for all. Respectful language modelled and rewarded, underpinned by teachers reflecting in a holistic way upon a child's needs. Engaging learning relevant to pupils and including challenge. Visual timetable/individual timetable/support plan as required. If required, safe place for calming/thinking time. De-escalation techniques and conflict resolution/mediation.

At Birch Hill, we believe that positive behaviour supports learning and will make clear to

children what that behaviour for learning looks like how it helps them and their classmates to learn.

This reward strategy has been arranged to support the school's work in developing good or better learning behaviour, social behaviour, and conduct. The arrangements have come about through discussions with staff, pupils, parents/carers, and members of the governing body.

See **Strategies to Promote Positive Behaviour** in Annex 2 for further guidance.

Responding to negative behaviour

It is a fact that children learn through making mistakes. At Birch Hill, we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion.

We respond to negative behaviour using the following sanction strategy which has been arranged to support the school's work in developing good behaviour for learning and good social behaviour.

The arrangements have come about through discussions with staff, pupils, parents/carers and members of the governing body. The sanction strategy works alongside the reward strategy. See **Responses to Negative Behaviour** in Annex 2.

Specific areas of note

Mobile Phones

The school strongly discourages pupils from bringing mobile phones to school. Phones are valuable; they can be the object of competition and jealousy, and their loss or misplacement can cause distress and involve staff time in associated investigations. Phones may reduce attention to lessons and may be used to record inappropriate images. Phones are frequently used in cyber-bullying.

However, it is recognised that in **exceptional circumstances** some parents/carers have particular reasons for wanting their child(ren) to carry a mobile phone on the journey to/from school. In such cases agreement must be sought from the school through **completing the school's mobile phone consent form**.

It should be noted that young children known to be carrying mobile phones may be targeted by others, notably older children, and may be subjected to intimidation or street theft. It also provides a window of unsupervised internet access and provides more opportunity for cyber-bullying and online grooming.

Mobile Phone Policy Guidelines

Any mobile phone brought to school by a pupil must be switched off on entry to school and handed to their class teacher at registration – and these are sent to the school office

Phones must be **labelled clearly with the child's name**, e.g. on a label stuck on the back. The phone must be concealed on entering and leaving school premises.

No mobile phones may be taken on educational visits.

Any unauthorised mobile phone found on the school premises, whether in use or not, will be held by the school and a senior member of staff will be informed. Parents / carers will be informed.

Any use of a mobile phone during the school day, for voice calls, texts, or capturing images or video, will be considered a serious breach of school discipline; this will be managed through the school's Behaviour Policy. If any images or video sequences have been captured, the phone will not be returned until images captured have been removed.

The school accepts no responsibility for loss of, or damage to, any mobile phone brought onto school premises, however caused. Phones must be handed to staff but school accepts no responsibility for them.

Mobile phone request from template

Birch Hill Primary School and Nursery - Request to Bring Mobile Phone to School Form

We/I give my child permission to bring a mobile phone to school. I have read and understood the school policy regarding mobile phones at school and will ensure my child is aware and responsible enough to follow the policy instructions.

- Any mobile phone brought to school by a pupil must be handed to their class teacher at registration and can be collected at the end of the school day.
- It must be **labelled clearly with the child's name**, e.g. on a label stuck on the back.
- The phone must be concealed on entering and leaving school premises.
- No mobile phones may be taken on educational visits.

Exceptional Reason for your child having a mobile phone at school:

Parent Name: _____ Signature: _____

Student Name: _____ Signature: _____

Mobile Phone Number: _____ Class: _____

Bicycles & scooters

- Pupils may bring bicycles or scooters to school. The school has two small areas dedicated to the storage of these items these areas are in publicly accessible parts of the school site and as such the school takes no responsibility for damage or loss.
- Pupils and parents are encouraged to security lock items when leaving them unattended.
- The school strongly encourages all pupils to wear appropriate safety equipment and cycling or scootering to school.
- The right to cycle or scoot to and from school may be revoked if people's conduct does not meet the outlined expectations within this policy.
- Parents and pupils are required to walk their bikes or scooters when on the school site.
- No bikes or scooters can be brought onto the school playgrounds.
- Electric bikes and scooters are prohibited from being brought onto the school site.

Items from home

Pupils are not allowed to bring in items from home such as toys / fidgets / excessively sized key rings / large bags (a small sized rucksack / PE drawstring bag or book bag is all that is required) - there is not sufficient space in pupil cloakrooms for larger items / wheeled bags / handbags or accessories.

ANNEX 2: HOW WE CLASSIFY AND MANAGE UNACCEPTABLE BEHAVIOUR AND CONDUCT

LEVEL 1 – Low level behaviours	
Behaviour	School Response
Name calling Unacceptable Classroom Conduct: calling out, off task, eating in class, silly behaviour Unacceptable Classwork: incomplete, sub-standard or not done Unacceptable conduct outside lesson Unacceptable Homework: incomplete, sub-standard or not done Uniform/jewellery Issues Other Minor Incidents	Education and rehabilitation: making amends. 1. Warning, short teacher conversation, short time at break / lunch to remedy actions / make amends. 2. Teacher to consider speaking to the parents. 3. Follow Birch Hill 'Golden Rules'.
LEVEL 2 – More significant low-level behaviours	
Behaviour	School Response
Persistent Level 1 Behaviours Entering out of bounds areas Poor table manners Disruptive behaviour in lesson Disruptive behaviour outside lesson Insolence/rudeness towards staff Minor physical incident (pushing, shoving) Not following instructions Truancy of lesson	Education and rehabilitation: making amends. 1. Longer conversation with teacher and reflection form / longer time in at break. 2. Investigation of causes / worries / concerns. 3. Positive conversation with teacher about choices and expectations. 4. Relationship building exercises 5. Sit or eat elsewhere. 6. Parents contacted by teacher. 7. BHPS 'Golden Rules.
LEVEL 3 - In any area of the School or whilst representing the School	
Behaviour	School Response
Breach of Acceptable Use of Digital Technology Agreement Bullying Damage to property/vandalism/graffiti Defiance of staff Fighting Harassment Possession of inappropriate items Racist behaviour Reckless/dangerous behaviour Serious physical incident (hitting, kicking) Significant insolence/rudeness towards staff Smoking/vaping or being in possession Teasing Theft Truancy of school	1. Classcharts to be completed by the person who witnessed the behaviour 2. Phase Leader to review and follow up 3. Class teacher, or Phase Leader to contact parents contacted where appropriate 4. Behaviour plan considered if relevant 5. Phase Leader Resolution (with SLT guidance) 6. Staff statement(s) passed to Leadership Team 7. Investigation by Phase Leader and SLT where appropriate

Unacceptable conduct outside school Use of foul/offensive language Other serious incidents	
LEVEL 4 – In any area of the School or whilst representing the School	
Behaviour	School Response
Bringing a school or the Trust into disrepute Defiance of staff which jeopardises safety Discrimination on the grounds of membership of a protected group under the Equality Act Drug and alcohol related incidents (including legal highs, tobacco and vaping) Failure to comply with the expectations of an internal isolation, ALP or a Fixed Term Transfer Grooming for any purpose including sexual or criminal exploitation and radicalisation; Malicious accusations Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others Persistent or deliberate reckless or dangerous behaviour Physical assault of member of staff or visitor to a school/the Trust Physical assault of pupil/student Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon) Posting abusive, misleading or illegal comments, images or other content in emails or on social networking sites or blogs Refusal to Accept the Authority of the School Repeated bullying of any member of the School community Repeated harassment of any member of the School community Serious damage to property/vandalism/graffiti belonging to another pupil/student, a member of staff or visitor to a school/the Trust Sexual misconduct Significant or persistent breach of the Acceptable Use of Digital Technology Agreement Theft of property belonging to another pupil/student, member of staff or visitor to a school/the Trust Threatening or intimidating behaviour of any kind Verbal abuse of member of staff or visitor to a school/the Trust Violent disorder	1. ClassChart complete by person who witnessed the behaviour 2. Phase Leader to investigate, or if appropriate to escalate straight to SLT 3. Staff statement(s) passed to Leadership Team by end of day 4. Results of investigation referred to SLT - sanction to be decided & communicated (from restorative activities, isolation, internal suspension from class, external suspension from school up to Permanent Exclusion). 5. Final decision to be made by Headteacher.

These tables are indicative and are not a guarantee as to the sanction that will be imposed for particular misbehaviour. Sanctions are subjective and take into account the individual's circumstances and mitigating factors.

Pupil behaviour incidents are recorded onto Class Charts.

Strategies to Promote Positive Behaviour
The Behaviour Chart
Positive Rewards The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self-esteem. Therefore, the staff will endeavour to: • acknowledge good behaviour on all occasions; • make full use of positive rewards; • give descriptive/specific praise; • use positive feedback techniques; Children are encouraged to be READY TO LEARN. Those children who show outstanding behaviour at any time will be rewarded with thank you cards. This is accessible to all children. If they receive 1 thank you card in the day, they will receive a sticker/house point and a privilege from their teacher. If they receive 2 thank you cards in a day they will receive 2 stickers/house points and extra privileges from their teacher. If anyone receives 3 thank you cards in a day they will be entered in the Triple Thank You/Star book and a letter will be sent home to their parents to let them know of their outstanding behaviour. In addition, each ½ term a tea party will be held with the Head teacher or the Deputy Head to celebrate their achievement. The posters below set out the rewards for each part of the school.

EYFS/KS1/Y3

Are you ready to Learn?

READY TO LEARN



What happens if we are
Ready To Learn?

**Thank you – You are on
the Star!**

You are sticking to the Golden Rules –
move to the Star and get a sticker
from your teacher.

Double Star

You are going above and beyond –
get two stickers from your
teacher.

Triple Star

You are a star – go and see Mr Dillon or
Mrs Cameron for a tea party and put
your name in the Triple Star book. A
letter will be presented to you in
celebration assembly for your parents.



Y4/Y5/Y6

Are you ready to Learn?

READY TO LEARN



What happens if we are
Ready To Learn?

Thank you

You are sticking to the Golden Rules – look out for
privileges from your teacher.

Double Thank you

You are going above and beyond – look out for extra
privileges from your teacher.
Have two House Points

Triple Thank you

You are a Star – go and tell Mr Dillon or Mrs Cameron for a tea
party and get your name in the Triple Thank you book. A letter will
be presented to you in celebration assembly for your parents.
Have five House Points

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class

- Public praise in the classroom and at Celebration assemblies;
- Stickers for good behaviour and good work;
- End of term Effort /Progress / Behaviour awards;
- Displaying the children's work in the classroom to acknowledge their achievements.
- Call in parents to show good work; ("Just A Note"/Postcard Home" to let parents know children have done well)
- Behaviour link chart/book to parents. (This is a positive use of a link book).
- Home Learning/Achievement board
- Head Teacher recognition stickers; children are selected to take good work to HT
- Awarding house points for good work and behaviour leading to the presentation of certificates at celebration assembly;
- Golden Rules
- Houses Points
- Golden Rules and Building Learning Power (BLP) certificates awarded at celebration assembly
- House Competitions and awarding the House Cup
- Thank you cards
- Triple thank you card book and letter home to parents, Tea Party with Head Teacher or Deputy

Our aim, is to be pro-active rather than reactive. However, in practical terms, situations can arise when children are disrupting learning and need to be removed from the classroom/activity.

Teachers and assistants may arrange for the child to work in a partner classroom or with the Lead Teacher of their Phase to allow the child to de-escalate from the situation in a fresh environment. If these steps do not work or the educational provision of the other children is compromised the child will work with a member of the Leadership Team away from other pupils.

We recognise that a consistent response is essential and at an appropriate point, staff will ensure that the pupil engages in reflection, discussion and a plan for improvement. In the context of playground times, we aim to ensure that children have good provision in terms of both resources and activities. We have a good ratio of adults to children and the majority of the lunchtime supervision is undertaken by our own full-time teaching assistants. In line with classroom practice, there is an emphasis on respectful language and considering the needs of individuals and children will be guided accordingly

We recognise that good communication is essential. The lunchtime staff should always handover rigorously to colleagues using Class Charts if a child has difficulties at lunchtime. The lunchtime staff should always handover rigorously to colleagues using Class Charts if a child has difficulties at lunchtime. If more serious incidents occur, or if the problem persists, the class teacher should provide appropriate sanctions and consult with a member of the Leadership Team if required.

House Teams	
The school staff and pupils are divided up into four house teams: Water, Wind, Earth, Fire. Pupils can be awarded with house points throughout the school day for any action that is deemed positive. House points are given in 1s and 2s verbally and up to 5 can be given for a piece of exceptional work. House points are counted on a weekly basis and results are announced in the whole school celebration assembly. The winning house for the half term are displayed on the House Captain's Board in the hall. The House trophy will be awarded to the half termly winners. Each term, the house with the most points will be given a reward which the school council will recommend to the school leadership team.	
Celebration Awards	
Certificates for positive learning, linked to the school values, are awarded each week in the Celebration Assembly. Other, wide ranging, certificates are awarded in the Celebration Assembly including attendance, sporting achievement, targets met, challenges completed and overcoming barriers.	
Extrinsic Rewards	Intrinsic Rewards
• Focussed praise – verbal or written • Eye contact • Body language / Voice tone • Affirmation and proximity praise • Telling parents • Certificates • Awesome take home 'postcard' • Stickers • Class rewards	• BLP – Building Learning Power - Guy Claxton • Learning culture • Carol Dweck. High expectation, challenge • Assessment for Learning Strategies • Children's involvement in choosing their learning • Self-assessment • Peer assessment • Use of purple response pens • Pupil voice – school council • PSHE and roles which develop independence

Responses to Negative Behaviour
Proactive behaviour guidelines to improve poor conduct or behaviour for learning read in conjunction with: conduct levels and school INITIAL responses
Sanctions Sanctions should be applied fairly and should be appropriate, taking into account the incident, the behaviour, in terms of severity and duration. When applying sanctions, staff should use their professional judgment. The purpose of a sanction is to • help children learn that consequences follow actions; • deter the children from misbehaving again; • deter other children from misbehaving; • encourage children to reflect on their behaviour(s)

- to develop understanding that a society has rules.

This procedure begins when a child has been provided with an opportunity to correct their behaviour and chooses not to do so. Staff will reinforce the school's Golden Rules and state the behaviour they want to see, giving the child an opportunity to change their behaviour for the better. If a child continues to break the Golden Rules or show unacceptable behaviour, they will be moved onto the warning system, shown below. The procedure is progressive and children move down the levels if they do not change their behaviour, but have the opportunity to move up the levels when they show that they have made the right choice. Each day is a new day and children are given a fresh start.

Interventions will be recorded on ClassCharts. Classcharts is a software for monitoring

Safeguarding, wellbeing and all pastoral issues. It works alongside our existing safeguarding processes and is monitored by Phase Leaders, SLT and the Safeguarding Team

We use a graduated system for sanctions. All children start on Ready To Learn

Within each section, teachers should feel free to use strategies appropriate to the age and make-up of the class but still using the language of the whole school.

At any stage, staff may want to discuss behaviour with the parents.
Verbal Warnings are used at all stages.

- You must give children ample opportunities and encourage them to make the right choice or change their behaviour
- Give children suggestions of choices or how to change their behaviour
- You may also decide to;
 - o separate them from those individuals with whom they are behaving inappropriately (Time to make a Change)
 - o take a child aside and speak to them quietly and discuss what has happened and talk about the consequences of the child's actions

TIME TO MAKE A CHOICE

- Make sure children know what choices would help them Be Ready to Learn
- Remind them they can put things right – 'Show me that you are Ready to Learn' – then they can move back to READY TO LEARN
- Remind them what READY TO LEARN looks like
- Remind them they can make the right choice
- Praise change in behaviour (making the right choice) and move back to READY TO LEARN if showing appropriate behaviour
- Ask them: what is your responsibility?
- Ask them: What do you need to make the right choice?

TIME TO MAKE A CHANGE (involve child in deciding what change is need):

- Language: 'Time to Make a Change now' – 'what do we need to change so you are Ready to Learn?' (including child in choices)
- Remind children to Manage their Distractions – 'what do you need to help you?'
- Change could simply mean: timer 5 mins, movement break

- Change who they are sitting with
- Change to the concentration table

- Simplify work, give extra scaffolds such as adults explaining/simplifying task, getting child to repeat instructions, physical resources: cubes, dictionaries, computer
- Work in another classroom for a limited period (teacher must supply suitable work with the child)

TIME TO REFLECT

- If a child does not adjust their behaviour and moves on to Time to Reflect then the teacher in the first instance should sit with the child either at break time or lunch time to discuss and reflect on the behaviour: What has happened? Why it happened? How did they feel? How did others feel? How can we put it right? What would you do next time?
- If a child is persistently having to spend time reflecting on their behaviour and after speaking to parents they should be sent to the Phase Leader for them to do their reflection

At any stage staff may want to discuss behaviour with the parents.

See also Serious Behaviour Incidents for sanctions for more serious incidents.

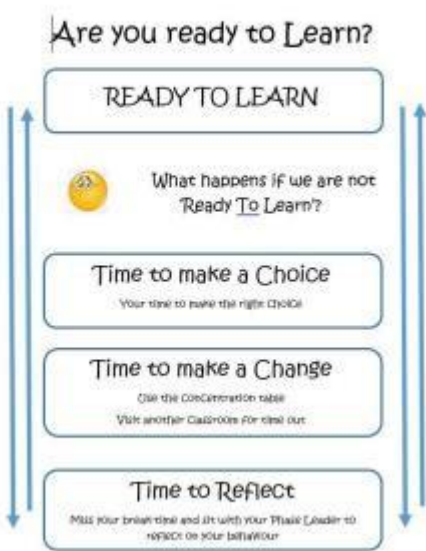
Guidance on implementing sanctions

All staff need to remember the following when implementing sanctions

- Be respectful at all times
- Be consistent
- Use the agreed language
- Use professional judgement
- Comment on the behaviour and not the child
- Give private rather than public reprimands where possible
- Take time to repair and rebuild
- Monitor behaviour patterns and keep careful records
- Follow agreed procedures
- Don't take poor behaviour personally
- Make sure all relevant parties are kept informed
- Ask for help if necessary

Responses to Negative Behaviour Flowchart

After each box, you can revert to the start if your behaviour improves.
If behaviour does not improve then you move onto the next box

EYFS	KS1/KS2
 The EYFS Behaviour Ladder diagram is a vertical flowchart. At the top is the question 'Are you ready to Learn?' followed by a box labeled 'READY TO LEARN' with a thumbs-up icon. Below this is the question 'What happens if we are not 'Ready To Learn'?' followed by a box 'Make a Choice' with a hand pointing to a red and green button icon. Next is a box 'Make a Change' with a curved arrow icon. At the bottom is a box 'Reflect' with an icon of two people talking. Blue arrows on the sides indicate a downward flow.	 The KS1/KS2 Behaviour Ladder diagram is a vertical flowchart. At the top is the question 'Are you ready to Learn?' followed by a box labeled 'READY TO LEARN'. Below this is a yellow sad face icon followed by the question 'What happens if we are not 'Ready To Learn'?'. This is followed by a box 'Time to make a Choice' with the subtext 'Your time to make the right Choice'. Next is a box 'Time to make a Change' with the subtext 'Use the Concentration table' and 'Visit another Classroom for time out'. At the bottom is a box 'Time to Reflect' with the subtext 'Miss your break time and sit with your Phase Leader to REFLECT on your behaviour'. Blue arrows on the sides indicate a downward flow.
Staff member and pupil/s discussion about inappropriate behaviour & agreed consequence if it continues. Move name to reflection section on behaviour ladder	
↓	
Pupil/s must attend a discussion outside of learning time with school staff Strategy meeting school staff / class teacher & pupil	
↓	
Repeated incident or more serious incidents: Class teacher to involve the support of Phase Leader to implement proactive strategies to improve behaviour. Parents updated with concerns and school actions being taken.	
↓	
Parents / Carers asked to come in and discuss issues & strategies with Class Teacher / Phase Leader / Leadership & SENDCo	
Together create an Individual Behaviour Plan (IBP) for the pupil with SMART objectives.	
IBP reviewed and new targets set or developed – involvement of outside agencies and school SENCo if required.	
Family Support Advisor consulted Parents / Carers asked to come in: referral to outside agency Outside agency contacted for support	
↓	
Internal exclusion (for subjects / agreed time or days) can be arranged at any time throughout the sanction trail if learning opportunities of others are seriously being disrupted. Involvement of Headteacher or Deputy Headteacher	
↓	
External Exclusion: Fixed term	
↓	
Permanent Exclusion	

ANNEX 3: HOW WE SUPPORT OUR PUPIL/STUDENTS TO IMPROVE THEIR BEHAVIOUR AND CONDUCT (SCHOOL SPECIFIC)

In addition to what is outlined in Annex 1 and 2:

Where the issue is related to Behaviour for Learning, individual teachers will employ a range of support techniques, for example:

- Encouraging pupils to use different resources and people to help them with activities
- Moving the pupil to a different part of the classroom
- Using a period of “time-out” with another teacher
- Offering support or an opportunity to improve work / catch up / complete to an acceptable standard outside lesson time, in breaks and lunchtime
- Implementing a short period on a target card

Where the issue is related to conduct around the school, staff will employ a range of support techniques, for example:

- Encouraging pupils to focus on clear behavioural improvement targets
- Implementing a brief period on a pastoral target card or reward chart to reinforce positive conduct and/or behaviour for learning
- Issuing spare school uniform on a temporary basis

In some cases, a range of more bespoke supportive measures may be used. For example:

- Bespoke support sessions (e.g., mentoring, supportive conversations as appropriate)
- Revised Classroom Support Plans
- Risk Assessments with linked actions for staff, pupils and parents – where behaviour potentially poses a risk
- An Alternative Learning Programme in school to allow pupils to reflect on their behaviour, keep up with work and make a fresh start when reintegrated into the wider school community
- A part-time and/or modified timetable for an agreed period, to support rehabilitation and/or restoring relationships, or catching up work, and/or reducing anxiety which may be in part causing the poor behaviours (this may be in school or with another organisation, or a combination of both)
- A Managed Move to another school
- Referrals to outside agencies (e.g., for assessment or to try and secure external support)
- The use of Alternative or Off-Site Provision

When issues are persistent, support strategies will be more formal and include pupils and parents. The purpose of these strategies is to:

- Set targets for improvement and de-escalation of issues
- Agree support strategies (and risk assessments or referrals to other agencies as necessary)
- Agree roles and responsibilities for all parties

Individual Behaviour Plans (IBPs) are typically used for persistent Level 2 or Level 3 behaviours and when behaviour is a serious concern and/or when a pupil is deemed to be at risk of either suspension or permanent exclusion We would expect to see significant improvement within half a term.

ANNEX 4: HOW WE CELEBRATE AND REWARD GOOD BEHAVIOUR AND CONDUCT

The school operates a positive behaviour policy and recognises that rewards and praise are generally speaking, more effective behaviour management and motivational tools than punishment.

Level 1	For: • Effort and positive attitudes to work • Progress towards their chosen targets • Involvement in year group/tutor group life • Upholding the school values and ethos	Teacher Level • Verbal praise (we endeavour to have a 6:1 praise to punishment strategy); • Written and verbal feedback about good work and how to improve work (in line with assessment policy);
Level 2	For consistent: • Effort and positive attitudes to work • Progress towards their chosen targets and beyond • Involvement in school life and community • Improvement in effort or progress over time • Examples of kindness, generosity and respect for others <i>NB: above the norm and/or showing an improvement over time.</i>	Teacher/Tutor Level • House points • Note home in the homework diary • Praise referrals to the phase leader or the head, deputy or a member of the leadership group • Telephone calls home or parents invited in to share good work
Level 3	For consistent and self-driven: • Effort and positive attitudes to work across a range of subjects • Progress towards their chosen targets and beyond in a range of subjects • Wider involvement in school life and community • Representing the school positively in the community • Extraordinary or sustained examples of kindness, generosity and respect to others <i>NB: above the norm and/or showing a significant sustained improvement over time.</i>	• Phase leader level • House points • Praise referrals to the phase leader or the head, deputy or a member of the leadership group • Telephone calls, letters home • Send praise letters or postcards home • Award certificates for achievement or effort • Award certificates for BfL • Excellent (98%+) attendance and punctuality (no session lates) certificates • Hold celebration events e.g.: teas/breakfasts • Year group awards (e.g. listener of the week or writer of the half term)

Level 4	For consistent and self-driven: • Effort and positive attitudes to work across a range of subjects and sustained over a significant amount of time • Progress towards their chosen targets and beyond in a range of subjects • Wider involvement in school life and community • Involvement in school leadership roles • Significant example(s) or representing the school positively in the community • Extraordinary and sustained examples of kindness, generosity and respect to others <i>NB: above the norm and/or showing a significant sustained improvement over time.</i>	Leadership Level • Outstanding (100%+) attendance and punctuality (no session or lesson lates) certificates • Award school prizes (given at presentation and celebration events) • Award subject attainment certificates at the end of each academic year. • Invited to headteacher praise meetings for outstanding effort or progress • Receive headteacher praise letters for outstanding effort or progress
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