



BIRCHWOOD

CHILDREN'S SERVICES

Policy Name	Behaviour for Learning
Policy Number	BW 03B – Version 5
Date implemented	December 2019
Updated	January 2025
Implemented by	DC
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BIRCHWOOD SCHOOL

BEHAVIOUR FOR LEARNING POLICY

1 - Rationale

The DfE (2016) state that every school must have a policy outlining procedures for promoting good behaviour, self-discipline and respect, preventing bullying, ensuring that pupils complete assigned work and which regulates the conduct of pupils. They state that the role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn. The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

2- Birchwood School's Core Values

- Potential
- Achievement
- Growth
- Empowerment

3 - Key Principles

The purpose of this policy is to ensure that all members of the school community:

- ✦ Contribute to promoting a positive school ethos
- ✦ Demonstrate welcoming and positive behaviour to help everyone fulfil their potential with learning.
- ✦ Display respect, care, co-operation, consideration, and tolerance so that everyone is free from any type of bullying, harassment and discrimination.
- ✦ Celebrate effort, achievement and success and ensure that everybody feels valued and included.
- ✦ Encourage others to conduct themselves appropriately, teaching new skills to help with this if appropriate and leading by example.

- ✦ Recognise how to be consistent and fair, taking account of the diverse needs of our pupils.
- ✦ Communicate regularly with each other, providing positive feedback as often as possible.
- ✦ Work in partnership to achieve high standards, accepting advice from others as necessary.

4 - Expectations

All members of the school community are required to consistently implement this policy in order for the school's aims and objectives to be achieved. Expectations and roles are outlined below:

All pupils are encouraged to follow the Birchwood Guidelines:

- ✦ Always interact positively with others (by being safe, kind, respectful, helpful, listening carefully and taking turns).
- ✦ Always be in the right place at the right time.
- ✦ Always follow staff instructions, including any special/additional rules for some activities.
- ✦ Always tell the truth.
- ✦ Always try hard with our work and homework.
- ✦ Always look after our own property and the property of others, including handing in any electronic devices at the start of each school day.
- ✦ Always move around the school site in a safe way or any other place we are visiting.
- ✦ Always let an adult know where we are.
- ✦ Always bring the equipment we need for each school day, including our uniform and PE kit.
- ✦ Always remember to display good behaviour outside of school.
- ✦ Always show mutual respect.
- ✦ Always remember to hand in your phone.

These 'guidelines' must be displayed in every classroom on a 'Behaviour for Learning' board, as well as other communal school areas, so that they can be referred to frequently.

Staff are expected to:

- ✦ Model and teach courteous behaviour, ensuring that all pupils and other members of staff are treated with respect and dignity.
- ✦ Communicate regularly with all parents and carers using their preferred method, so that they are aware of achievements, as well as concerns if they arise.
- ✦ Have high expectations of all pupils, whilst understanding individual needs and recognising how this might impact on pupil behaviour.
- ✦ Work with other professionals and parents/carers to help every pupil reach their potential.
- ✦ Provide pupils with a well-planned, differentiated curriculum where pupils are challenged, stimulated, and encouraged to make progress in a supportive environment.
- ✦ Employ outstanding teaching and learning strategies that reflect the needs of the individual pupils in the group.
- ✦ Provide high levels of supervision of pupils, whilst encouraging independence.
- ✦ Teach social skills by showing pupils how to take turns and engage in games, especially in unstructured times such as break-times.
- ✦ Use the school's reward and consequence systems consistently to celebrate and reinforce positive efforts and behaviours and to address behaviour which can challenge.
- ✦ Recognise that all behaviour is communication and has a cause and a function. Staff should take steps to observe, record, research to try and identify possible functions and focus on addressing these behaviours as well as what the child does well. Alternative behaviours sometimes need to be taught and this can often be achieved if a consistent approach is taken, and specialist recommendations are followed e.g. EHCP Plan, EP Report, Pastoral Team, Therapy Team.
- ✦ Use positive language to create a caring, nurturing climate and remain calm.
- ✦ Avoid describing behaviour or pupils as 'bad', 'naughty' and 'kicking off' and where possible talk *to* pupils rather than *about* them. Encourage pupils to make 'good choices' and follow the guidelines.
- ✦ Smile often and use open and welcoming body language. Avoid intimidating actions such as shouting and pointing.

- ✦ Ensure that instances of challenging behaviour are managed in the first instance proactively by the class teacher and teaching assistants. Employ strategies to diffuse potentially challenging situations such as redirection, distraction, movement breaks or 'time-out' in relaxation or sensory areas. The Pastoral/Behaviour Team may be called upon for additional support when attempts to manage a situation by the class team have been unsuccessful using the school's agreed radio protocol (See 'Use of School Radios' Protocol)
- ✦ Adopt a 'common sense approach' to ensuring that adults working with a child are directed to the necessary information about any specific behaviours that could cause harm (e.g. child A 'grabs' from the right side, Child B does not like to be approached from behind) This needs to be done in a sensitive and dignified manner.
- ✦ Work in class teams to write each individual child's Behaviour Support Plan.
- ✦ Adhere to the school's systems for physical intervention, making use of agreed positive handling techniques where reasonable force is required as a last resort only. Record RPIs, incidents and behaviours using the agreed school systems.
- ✦ Respond swiftly and appropriately to any incident of bullying (see Preventing Bullying Policy).
- ✦ Contribute to end of the day de-brief meetings in a positive and solution-focused manner.
- ✦ Consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy and processes. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

In addition, the Leadership Team are expected to:

- ✦ Ensure that the school's reward and consequence system is applied consistently and fairly across the school and that it is re-visited annually.
- ✦ Support staff with concerns regarding challenging behaviour, including providing advice when-writing and implementing Behaviour Support Plans.
- ✦ Be 'visible' and work to develop positive relationships with pupils.
- ✦ Keep staff up to date with national and specialist expectations and recommendations related to 'Behaviour for Learning' and provide appropriate training for staff based

around positive approaches to teaching acceptable behaviour skills. Respond to any specific training needs.

- ✦ Communicate with parents as necessary to support pupil progress in Behaviour for Learning.
- ✦ Direct, support and advise staff in liaising with external agencies when required.
- ✦ Consider the confiscation of inappropriate items (See Appendix C – Confiscation of Inappropriate Items)
- ✦ The Head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Parents and carers are expected to:

- ✦ Support the school in achieving an ethos where pupils are respectful, polite and display positive behaviour.
- ✦ Show pride and take an interest in the achievements of their children.
- ✦ Be aware that pupils can be searched with and without consent for items which are inappropriate and/or dangerous

The Proprietorial Body are expected to:

- ✦ Ensure they are familiar with staff and pupil responsibilities and note the implementation of the policy.
- ✦ Take steps to understand the nature of challenging behaviours which may arise at school and support positive approaches for addressing them.
- ✦ Liaise with the Leadership Team to ensure that all staff are implementing the school's 'Behaviour for Learning' policy.
- ✦ Challenge the Leadership Team as a 'critical friend' and ensure that all school procedures are in line with legislation and best practice.
- ✦ Set general principles that inform the behaviour policy.

5 – Rewards

The school Reward system is outlined in Appendix A of this policy. The rewards will be reviewed annually with pupils and staff and is designed to encourage and celebrate instances of positive behaviour, effort, and achievement. Rewards will be displayed on classroom

'Behaviour for Learning' boards and in communal areas. Additional reward/motivators for individuals must be agreed with the Leadership Team and will be written in a pupil's Behaviour Support Plan.

6 - Consequences

The school Consequence system is outlined in Appendix B of this policy. Wherever possible, it will be a stepped procedure which begins with providing reminders and advice and leading to pupils being placed in an area away from other pupils for a limited period when their behaviour is particularly challenging. Serious behavioural incidents will all be considered by the Headteacher and the stepped approach may not be possible or appropriate to implement in such instances. The Consequence system will be reviewed annually with pupils and staff. Consequences must, 'be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them' (DfE Jan 2016). Consequences will also be displayed on classroom 'Behaviour for Learning' boards and in communal areas.

Consequences will never involve:

- The humiliation of a pupil.
- Exclusion from favourite activities or lessons, unless there is a concern that behaviour may pose a risk to the safety of the pupil, staff, visitors, or property.
- Confiscation of personal items unless discussed and agreed with the Leadership team or where an item is posing a direct threat to pupils or staff.
- Restriction of food/drink.
- Restrictive Physical Intervention (while this may be used to keep a child safe, it is never to be used as a consequence).
- Corporal Punishment or any other strategy not in line with professional and/or lawful conduct.

7 - Pupil Conduct Outside the School Gates

The law expects schools and Headteachers to consider any behaviour witnessed by staff or reported to the school that occur outside of the school gates. This includes misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school wearing school uniform or in some other way is identifiable as a pupil at the school. It also includes misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

It is the Headteachers decision as to whether behaviours under these circumstances require addressing at school and in all cases of misbehaviour a teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

7 - Related Policies

This policy should be read and implemented in conjunction with the following policies:

- ✦ Physical Intervention Policy
- ✦ Safeguarding Policy
- ✦ Preventing Bullying Policy
- ✦ Use of School Radios Protocol

It should also be read and implemented in conjunction with recent government legislation and/or guidance:

- ✦ *Independent School Standards (2014)*
- ✦ *SEND Code of Practice (DfE, 2015)*
- ✦ *Behaviour and discipline in schools - Advice for headteachers and school staff (DFE, 2016)*
- ✦ *Creating a culture: how school leaders can optimise behaviour (DfE 2017)*
- ✦ *Searching, Screening and Confiscation- Advice for headteachers and school staff (DfE, 2018)*

Behaviour for Learning Protocol - Appendix A – Rewards

For following the 'Guidelines', all pupils can work towards earning:

- Verbal praise and recognition

- Certificates (subject certificates awarded termly for consistent and excellent work in specific subject areas)
- Student of the Term – voted by all staff for sustained exceptional behaviour, kindness and effort.
- Additional rewards/motivators linked to individual pupil needs and interests when agreed by the primary/secondary phase lead and recorded in a pupil's Behaviour Support Plan e.g. 'Choose' time after completing an agreed amount of work in a lesson, free time on the computer/games station after completing an agreed amount of work in a lesson etc.
- End of year awards / celebrations event.

Class Reward Systems

Birchwood School is aware that its behaviour policy must cater for students between the ages of 8 and 19 with a range of academic abilities, therefore each class will have a tailored approach within the policy.

Cherry Blossom Class

- Reward time at the end of each lesson or activity.
- Structured Enrichment Time
- Weekly celebration certificate.

Acorn Class

- Reward time at the end of each lesson
- Structured Enrichment Time
- Weekly celebration certificate.

Maple and Chestnut Classes

- Reward time at the end of the morning or afternoon session.
- Structures Enrichment Time
- Weekly celebration certificates.

Elm Class

- Reward time at the end of the morning or afternoon session.
- Rolling programme of enrichment activities to choose from.
- Weekly celebration certificates.

Oak, Rowan & Willow Classes

- Rolling programme of enrichment activities to choose from.

Behaviour for Learning Protocol - Appendix B – Consequences

- Step 1 - Verbal reminder (starting again each new session/lesson unless given at break/lunch/form time)
- Step 2 – Second verbal reminder including information about making the right choice or the consequence of missing some of Enrichment time/reward time.(change of face, distraction, de-escalation techniques used)
- Step 3 – Withdrawal/working away from peers without choice for a specified amount of time. Students who are withdrawn from class/work away from peers will need to complete the work missed during the start of the Enrichment time.
- Step 4 – A consequence specific to an incident and determined by the Headteacher (if Steps 1-3 have been unsuccessful or if behaviour is deemed to be extremely serious/significant and where following Steps 1-3 would not be proportionate e.g. serious/persistent assault to pupils/staff, significant/persistent damage caused to property, possession of prohibited item, theft etc. Such consequences may include a behaviour contract, remuneration for damage put in writing to parents/carers or other restorative approach, confiscation of prohibited item, access denied to specific activity as linked to the incident eg. temporary internet ban. In extreme circumstances, a suspension or permanent exclusion may be considered. Parent/carers informed and recorded in school consequence log.

Appendix C

Searching, screening and confiscation.

Further advice and clarification can be taken from Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies DFE January 2018.

The Head Teacher at Birchwood Children's Services can authorise staff to have a statutory power to search pupils or their possessions, with consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Anything that is likely to be used to commit an offence or cause personal injury.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules.

Birchwood Children's Services can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Any weapons or illegal items will be passed to the police.

All searches and confiscations will be logged on the behaviour tracker and parents/carers will be informed.

Date	Changes made	Signature
December 2020	Ratified	GovCom
January 2022	Screening, searching and confiscation appendix updated	DC
November 2022	Updates to Appendix, expectations, rewards and consequences.	DG
January 2024	Updated to reflect needs of the students.	DC
January 2025	Changed Gov Com to Proprietorial Body (V5)	DC
February 2025	Updated	DG

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