Birchwood

Behaviour and Rewards Policy including Behaviour Principles Statement (appendix 3)

March 2024

Date Written: March 2024

Date Reviewed: March 2025

Produced in Collaboration with Staff, and Pupils

Date Approved by Management Committee: March 2024

INTRODUCTION

This document is a statement of the aims, principles and strategies for Birchwood Pupil Referral Unit.

The policy seeks to achieve excellent behaviour and conduct by:

- Promoting a culture of discipline throughout the school
- Promoting self-esteem, self-regulation, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention when behaviour is not good
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Providing an environment which promotes fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, tolerance of those with different faiths and beliefs, and opposition to extremism or prejudice
- Encouraging a positive relationship with parents/carers and external agencies, by developing a shared approach, involving them in the review and implementation of the school's policy and associated procedures

VISION

At Birchwood, our purpose is to work collaboratively with students to create a safe, inclusive and engaging educational environment. We will help to develop students' confidence and self-esteem by encouraging a culture of ambitious goal setting and the celebration of individual achievements.

Birchwood will support students to attain their very best in a range of qualifications, as well as developing skills and attributes necessary for a successful future. This personal portfolio of accomplishments will enable students to go on to make positive changes in their local communities and live fulfilled lives.

VALUES

The students collaboratively decided in the autumn term 2020 on the values that they believe Birchwood stands for and these appear below. They have been reviewed each year with the student body:

Birchwood Values

Ambition - I will have the drive and determination to achieve my goals and aspirations in my school community and beyond.

Appreciation – I will recognise that I am important and my choices matter. I will value my determination to succeed and the progress I have shown at Birchwood. I will also appreciate others who are showing a positive commitment to improving their outcomes.

Bravery – I will courageously show mental and moral strength when facing difficulties in my learning, my relationship with others or in any other circumstances.

Loyalty – I will be faithful in my commitment to my education and I will show steadfastness to my school community.

Equality – I believe in fairness and an absence of discrimination. I trust Birchwood to ensure opportunities will be available for all students within the school regardless of any protected characteristics such as race, colour, age, gender, national origin, religion or mental or physical disabilities.

Respect - I acknowledge that I am expected to give due regard to the feelings, wishes and rights of others. I accept the premise that I should treat others as I wish to be treated. I will also respect the resources available to me including the school building and contents.

AABLER (ABLER) - Having the power, skill, means, or opportunity to do something.

Pupil Transition and Development

During the initial admission interview of all new students, parents/carers and the child are informed of the schools high expectations regarding behaviour and go over the Birchwood rules, vision and values and reward systems. Parents/Carers and the child also sign the home school agreement to indicate that they have understood how the staff at Birchwood will support their child.

Each lesson at Birchwood is an opportunity for pupils to reflect on how their day is going, teachers look at the ClassCharts data to make informed conversations on what is going well for them and where expectations have or have not been met.

Regular contact is made with parents/carers and external agencies of all pupils to reinforce our expectations of behaviour, as well as informing them of the positives regarding their achievements and academic progress.

The Birchwood Rules, Visions and Values are displayed in every room of the school to allow students have a visual reminder of the expectations that we have, it also allows staff to refer to it at any point.

Pupil Support

Pupils receive 1:1 mentoring from the Senior Leadership as well as 1:1 or small group work from the schools Intervention Teaching Assistant, these interventions include support for the pupils SEN needs as well as focusing on anger management, emotional regulation and anxiety issues.

The schools SENCo plans, assesses and reviews the progress of each intervention at 3 points in the academic year, however if it is necessary to review more frequently then it will be.

We have an open door policy for external agencies, and support them in working on the school site if necessary to support any SEN, mental health or social and emotional difficulties they are facing.

Roles and Responsibilities

At Birchwood, we believe that high standards of behaviour and engagement are a result of consistent adult behaviour of a high standard. This is reflected in our common approach to the language of learning and our values. It can be seen in the way we approach conflict, through Restorative Justice Practice. It can also be seen in the consistent adoption of the "narration of the positives" approach to managing behaviour within the classroom.

All staff, teaching and non-teaching, have a responsibility for up-holding high standards of behaviour throughout the school that are in line with the school's expectation and culture.

Subject Teacher:

Responsible for creating a productive learning environment in which all students are able to succeed. This is facilitated through our Birchwood Teaching and Learning routines and the Behaviour Blueprint. More detailed explanations for the strategies included within our Behaviour Blueprint are shared with staff within our joint practice development sessions. Subject teachers manage issues associated with low level disruption, incomplete and missing work, performance below target and lateness to class.

Senior Leadership Team:

Responsible for ensuring the principles and practices of the policy consistently underpin the management of student behaviour. Severe problems will be dealt with by The Deputy and the Head Teacher. The Senior Leadership Team will support staff in classes, and around the school site with a high presence.

The Head Teacher:

Ensure the policy is followed consistently by students and staff and where appropriate take necessary action when policy and procedures are breached.

Management Committee:

Overall support of the School's Behaviour for Learning Policy. The annual monitoring of the effectiveness of the Policy through the regular Head Teacher's Report to the Management Committee and an Annual Review.

TEACHING AND LEARNING ROUTINES

The delivery of learning is mindful of the learning styles, behaviour challenges, barriers to learning and social experiences of the cohort. The works of Rosenshine have been referenced to during the development of the teaching and learning routines, the behaviour for learning strategies and the behaviour blueprint and this can be cross referenced in the Teaching and Learning Handbook. The full student body was consulted on how they wanted the teaching and learning routines and the behaviour blueprint to look and the final versions, agreed by all students, appears below:
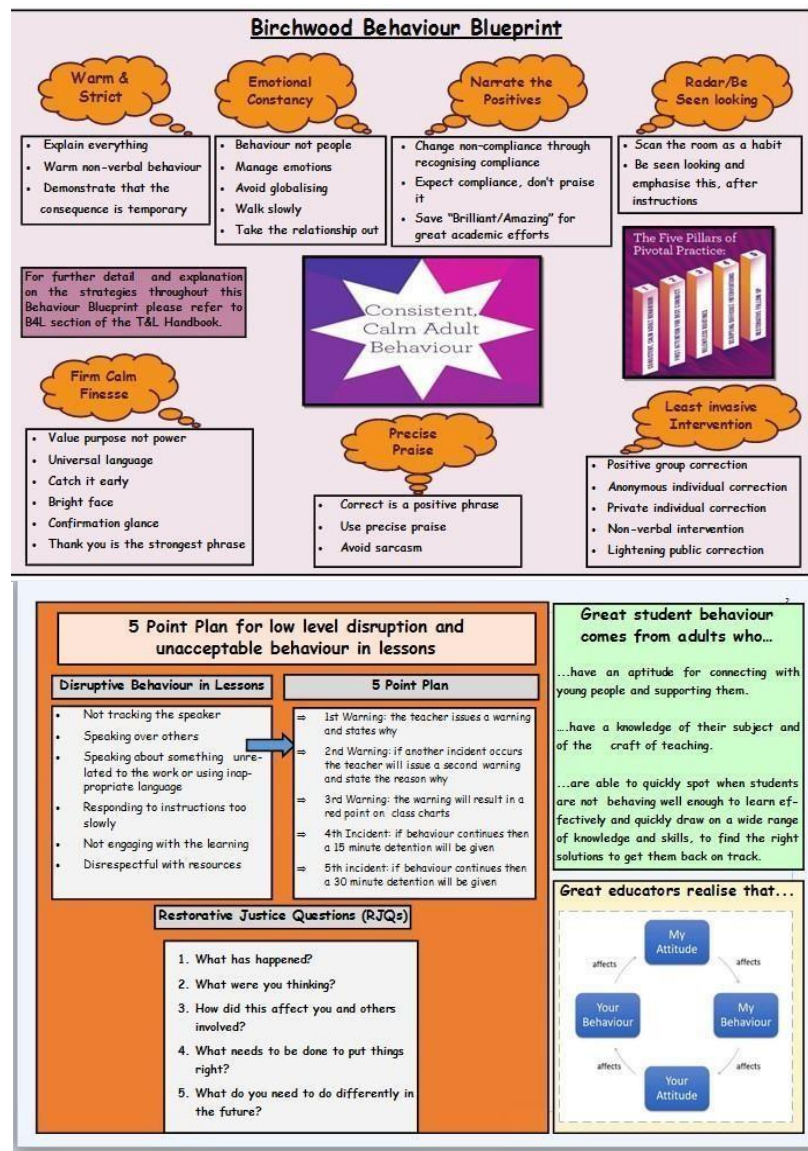
Birchwood Teaching and Learning Routines

Routine	The Birchwood Way
Transition	• Teacher will meet and greet on the door and say what the lesson objective is • Students will sit at their table identified by the seating plan
Do now starter	• 5 minute starter task will be on the board or on the desk • The task will review/introduce/hook the student and should be accessible to all for a successful start to the lesson • To be completed silently and independently – 100% of the time, 100% of the students so the teacher can assess understanding

Main body of the lesson	• Learning Objective on the board
	• Teacher will deliver a short content
	• Learning questions will be challenging to support student progress. Each student will have at least one question to answer.
	• Students will complete a task to demonstrate their understanding.
	• Task will be set at different levels; easy, medium and hard
	This process will repeat several times during the lesson.
Lesson summary	☐ Teacher will give a short summary
	☐ Each student will have a question to determine level of understanding and progress
	☐ Green points awarded according to academic success
Behaviour for Learning	☐ Track the speaker
	☐ One person speaking at a time
	☐ Responses are relevant and appropriate language used
	☐ Sit in your place on the seating plan
	☐ Settle to work within two minutes
	☐ Remain on task for the duration if less than 20 minutes or for at least 20 minutes for extended tasks
	☐ Set yourself ambitious goals each lesson – I can do the hard tasks today
	☐ Be brave and persevere until progress is made
	☐ Keep the work area tidy
	☐ Respect all resources – no throwing!

	☐ No physical contact including play fighting
Questioning	☐ No hands up ☐ Teachers should: Pose….Pause…..Pounce……Bounce ☐ "I don't know" isn't acceptable. If a student doesn't know the teacher will recap and ask the question again
Values	☐ Praise students who have been **ambitious** in their learning; **appreciate** progress and determination; reward **bravery** to face learning obstacles; identify who has been **loyal** throughout the lesson to their own progress; notice those who are **respectful** about their own learning and others learning; and offer **equal** learning opportunities including challenge to all.
WAGOLL	☐ Model verbally or with written examples "What A Good One Looks Like"
Dismissal	☐ The teacher decides when the lesson is finished ☐ Students pack away and leave the room tidy ☐ Students must tuck their chair under the desk before leaving ☐ The teacher releases students from the room

Behaviour Blueprint

Birchwood Behaviour Blueprint

Warm & Strict
- Explain everything
- Warm non-verbal behaviour
- Demonstrate that the consequence is temporary

Emotional Constancy
- Behaviour not people
- Manage emotions
- Avoid globalising
- Walk slowly
- Take the relationship out

Narrate the Positives
- Change non-compliance through recognising compliance
- Expect compliance, don't praise it
- Save "Brilliant/Amazing" for great academic efforts

Radar/Be Seen looking
- Scan the room as a habit
- Be seen looking and emphasise this, after instructions

The Five Pillars of Pivotal Practice:

For further detail and explanation on the strategies throughout this Behaviour Blueprint please refer to B4L section of the T&L Handbook.

Consistent, Calm Adult Behaviour

Firm Calm Finesse
- Value purpose not power
- Universal language
- Catch it early
- Bright face
- Confirmation glance
- Thank you is the strongest phrase

Precise Praise
- Correct is a positive phrase
- Use precise praise
- Avoid sarcasm

Least invasive Intervention
- Positive group correction
- Anonymous individual correction
- Private individual correction
- Non-verbal intervention
- Lightening public correction

---

5 Point Plan for low level disruption and unacceptable behaviour in lessons

Disruptive Behaviour in Lessons
- Not tracking the speaker
- Speaking over others
- Speaking about something unrelated to the work or using inappropriate language
- Responding to instructions too slowly
- Not engaging with the learning
- Disrespectful with resources

5 Point Plan
⇒ 1st Warning: the teacher issues a warning and states why
⇒ 2nd Warning: if another incident occurs the teacher will issue a second warning and state the reason why
⇒ 3rd Warning: the warning will result in a red point on class charts
⇒ 4th Incident: if behaviour continues then a 15 minute detention will be given
⇒ 5th incident: if behaviour continues then a 30 minute detention will be given

Restorative Justice Questions (RJQs)
1. What has happened?
2. What were you thinking?
3. How did this affect you and others involved?
4. What needs to be done to put things right?
5. What do you need to do differently in the future?

Great student behaviour comes from adults who…

…have an aptitude for connecting with young people and supporting them.

….have a knowledge of their subject and of the craft of teaching.

…are able to quickly spot when students are not behaving well enough to learn effectively and quickly draw on a wide range of knowledge and skills, to find the right solutions to get them back on track.

Great educators realise that...

My Attitude — affects — My Behaviour — affects — Your Attitude — affects — Your Behaviour — affects — My Attitude

---

Birchwood Rules

At Birchwood we want students to stay safe, engage in learning and make progress. In order to achieve this students need to follow the rules. Remember there are rewards if you follow the rules and consequences if you don't follow the rules.

- Arrive at school on time and be ready to learn
- Track the speaker
- One person speaking at a time
- Responses are relevant and appropriate language used
- Sit in your place on the seating plan
- Settle to work within two minutes
- Remain on task for the duration if less than 20 minutes or for at least 20 minutes for extended tasks

- Set yourself ambitious goals each lesson – I can do the hard tasks today
- Be brave and persevere until progress is made
- Keep the work area tidy
- Respect all resources
- No physical contact including play fighting

MANAGING STUDENTS' BEHAVIOUR

All staff have chosen to work specifically with students exhibiting behavioural difficulties. The staff have been selected for their own personal skills in relation to individual roles, their previous experience and commitment to the well-being, achievement and enjoyment of young people who have experienced difficulties in school. Staff will be skilled in managing challenging behaviour and will work within the framework of Birchwood's Behaviour and Rewards Policy and the Teaching and Learning Handbook.

BEHAVIOUR FOR LEARNING

Behaviour for Learning

Perhaps the most powerful lever in exceptional educational leadership, is student culture. Arguably the most visible driver of student culture can be seen through the way students behave. Making this exceptional is dependant of adult behaviour. Consistent adult behaviour across Birchwood is what will make a difference: *"When the adults behave consistently, in the right way, anything is possible"* (Paul Dix – Educational Behaviour Guru).

The most important thing about creating an exceptional student culture, is that the adults share the same high standards across the school: *"The standard you walk past, is the standard you accept"* (Lieutenant General David Morrison).

Emotional constancy

- **Manage emotions.** Students learn more about forming effective relationships in school than any other area of their life. Whilst learning this, students need to be able to figure out how to interact, and even make mistakes, without being judged too heavily. Our job as teachers is to provide feedback that helps students learn, whilst modelling maintaining emotional constancy. This is particularly

The Betari Box

My Attitude → affects → My Behaviour → affects → Your Attitude → affects → Your Behaviour → affects → My Attitude
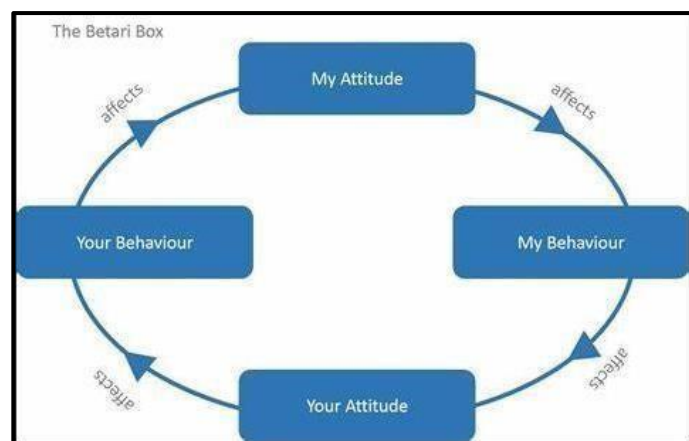
important surrounding emotions such as frustration and disappointment.

- **Walk slowly.** When approaching an intervention for student behaviour, walk slowly towards the situation to give yourself a few precious seconds to compose and choose your words carefully. This also signals to students that you are calm and composed.

- **Behaviour not people.** "You are rude" is a comment about the student's personality, whereas "that behaviour is rude" is a comment about a temporary situation. The latter comment can be adjusted to suggest that you don't think it is typical behaviour of the student, for example "it is unlike you to be rude".

- **Take the relationship out of it.** Framing things impersonally takes the emotion out of the situation, alongside focussing the conversation on expectations. Instead of saying you are disappointed in a student (which makes the situation about you), the focus should be on productive learning or socially constructive behaviour.

- **Avoid globalising.** Avoid "You are always…" during an intervention. It suggests that the issue is bigger than the current situation, or that you are judging students based on previous behaviours that they may not even remember. Every lesson with students should be a clean slate.

- **Provide students with emotional constancy in response to academic interactions as well as behavioural interactions.** Avoid shaming wrong answers, for example; "No, we already talked about this. You have to flip the sign Finley". Also, don't make excuses for students who get answers incorrect, for example; "That's okay Lisa, it was a really hard question". If wrong answers are truly a normal and healthy part of the learning process, they do not need much narration at all. Instead, focus on the process, for example; "not quite, let's try that again. What is the first step?" Alongside this, praise can have a negative effect on students; praising correct answers leads students to think you are surprised they got the answer right, and praising students for being smart encourages students to focus on outcomes as opposed to processes. Instead, acknowledging the correct work and moving on shows students that both right and wrong answers are expected.

Firm calm finesse

- **Catch it early.** Sweat the small stuff and deal with it straight away. If it is frustrating you, you have left it too long. For example, choosing to ignore two students who are still talking when you have instructed them to listen suggests that students have a choice to not do exactly as you have asked and that paying attention and following instructions aren't crucial.

- **Value purpose over power.** Keep corrections tight and crisp. Try to remind students (and yourself) that your expectations are about the students, not you.

For example, "I need to see you tracking the speaker" instead of "When I ask you to listen, I want to see you listening".

- **"Thank You" is the strongest phrase.** Firstly, because it signals civility. Second, because it normalises compliance; when you ask, you consider it done.
- **Universal language.** Look for chances to remind students that expectations are universal and not personal. For example, "I need to see you tracking the speaker" reinforces that expectations are a part of being here, not a reflection of personal feelings.
- **Bright Face.** Start with a smile, not a scowl. Your bright, pleasant face is confident. It says, "I trust, but verify". Don't let a frequent scowl become a selffulfilling prophecy.
- **Confirmation Glance.** Sometimes a student needs a bit of space to decide that he wants to do the right thing. A confirmation glance can provide that through moving away indicating you believe they will comply but looking back after a short delay to confirm the behaviour has been carried out.

Warm and strict

When you are clear, consistent and firm whilst being positive, enthusiastic and caring, you send the message to students that having high expectations is part of caring for and respecting someone. This can be made particularly effective through carrying out the following:

- **Explain everything.** Explain why you are doing what you are doing, and how it is designed to help students. For example, "Ben, we don't do that in the classroom because it keeps us from making the most of our learning time".
- **Demonstrate that consequences are temporary.** Show students that once they have dealt with the consequences of a mistake, it is in the past. For example, "thank you for not continuing to talk after your warning. Now, let's look at your hard work".
- **Use warm non-verbal behaviour.** Crouch down to talk to students on their level, using as much discretion as the situation allows.

Narrate the positives

Positive behaviour is that which meets your expectations and instructions fully. Narrating this within the classroom can quickly lead to a small minority of non-compliers changing their behaviour to match the norm without requiring direct confrontation from the teacher. At the same time, those students who are getting it right are acknowledged. It is important to avoid the mistake of *praising* the correct behaviour; it is expected not celebrated. Consider the two teachers below:

Teacher 1: Well done to those in the front row that are engaging with the learning. Brilliant that the middle table are tracking the speaker. Just waiting on a few more.

Teacher 2: I see many of you following our values. The front row is engaged with learning, and the middle table are tracking the speaker.

Teacher 1 should have saved their praise ("well done" and "brilliant") for a moment where a student gives a 100% accurate response to a difficult question or a student that sticks with a problem for longer than usual, leading to successful learning.

Precise praise

	Positive Tone	Negative Tone
Corrective Content (response to an insufficient sentence).	*Positive Framing* "Good start. Let me see you write that sentence one more time using the words of a scientist".	*Criticism* "You still haven't used technical terminology".
Positive Content (response to a worthy sentence).	*Precise Praise* "Nice. Not only have you used 'mitosis', but you said the cells divide 'via' mitosis.	*Sarcasm* "Hey! You *can* use scientific vocabulary when you want to"

Radar/Be Seen Looking

- **Radar.** The first step to preventing non-productive behaviour in the classroom is to consistently see it when it happens. Great teachers will scan a room as matter of habit. The position at which a teacher stands when scanning the room will depend on the positioning of the desks; what is important is ensuring that they scan the entire room every time.
- **Be seen looking.** The second step is to contrive ways to subtly remind students that you are watching them. For example, a teacher could scan the room for two or three seconds after giving an instruction, standing on her tiptoes for emphasis. When a teacher has chosen to crouch to confer with a student; they will flash their eyes briefly across the room to ensure expectations have not slipped.

Least invasive intervention

Maximise teaching time and minimise drama by using the subtlest and least invasive tactic possible to correct off-task students. The following stages

- ☐ **Non-Verbal Intervention.** For example, miming a pen moving to indicate to a student that they should be writing. This only works effectively if the learning continues when they are being carried out.

- **Positive Group Correction.** For example, "check you are tracking the speaker". The solution is described to the whole class rather than a group of students, correcting the behaviour of those you can (and those you can't) see not following instructions.

- **Anonymous Individual Correction.** For example, "I am waiting for tracking the speaker from two more students". This suggests the solution, and targets specific students without drawing attention to them.

- **Private Individual Correction or Precise Praise.** For example, setting the rest of the class on a task, using the opportunity to crouch down next to and quietly redirect a student who is not meeting expectations. This can also be used to give subtle praise to a student. By mixing it up, the teacher reduces the chance that other students will listen for the gossip of the discipline, therefore increasing the privacy for moments where correction needs to occur.

- **Lightning-Quick Public Correction.** For example, "Thomas, I need your pen moving, just like my students in the back row". The less time the student (and negative behaviour) is the focus of the statement, the better.

Strong voice

Affirming authority through intentional verbal and non-verbal habits, especially at moments where control is needed, allows for effective behaviour management.

- **Use a Formal Register.** For example, asking a student to "sit up straight" when you are leaning against a wall does not support the importance of the message being passed on. Standing up straight and formally, however, does.
- **Square Up/Stand Still.** If you stop moving, you show that there is nothing more than your instructions. Don't engage in other activities at the same time as giving instructions.
- **Exude Quiet Power.** Speaking loudly and quickly shows that you are scared and anxious. Become slower and quieter when you want control. Drop your voice and make students strain to listen.
- **Use Economy of Language.** Fewer words are stronger than more. Give your message concisely. Then stop talking.
- **Do Not Talk Over students**. This will never be successful.

Brighten lines

Changes in activities and milestones in the lessons need to be perceived clearly by the students. There should be a clear start (for example, "ok students, you have 3 minutes to complete this task") and finish (for example, "pens down in 30 seconds, try to finish your final thought… 3, 2, 1 pens down"). This allows students to selfmanage and reduces the chance of disruptive behaviour.

Work the clock

- **Show the Clock.** Show students how much time they have to complete a task using a timer. Edit this if necessary. However, ensure that students do not get wise to this and slow their pace because they know that you will change the time set.
- **Use Specific, Odd Increments.** Saying "you have 10 minutes" or "you have two minutes" sounds like an estimate. Saying "you have 7 minutes" or "you have 2 and a half minutes" makes it sound like you care about and value the time spent in your lesson.
- **Countdowns.** Use short countdowns for simple tasks but be aware that it will interrupt work in the room; therefore, give students time warnings in the lead up (For example, "in ten seconds the timer will be going off"). Narrate compliance during a countdown, for example "Three… Nick is showing his respect value… two… the middle row have joined him… one… I am waiting for two more sets of eyes to be on me…"

CONSEQUENCES at Birchwood staff will deal with unacceptable behaviour through a five point plan.

- ➢ 1st warning: the teacher issues a warning and states why
- ➢ 2nd warning: if another incident occurs the teacher will issue a second warning and state the reason why
- ➢ 3rd warning: the warning will result in a red point on ClassCharts
- ➢ 4th incident: if behaviour continues then a 15 minute detention will be given
- ➢ 5th incident: if behaviour continues then a 30 minute detention will be given

All students are encouraged to take responsibility for their behaviour. Each day has a tutor period with an opportunity for self-review. Students are expected to engage in discussion regarding addressing issues and considering the choices they may make in the future.

EXCLUSIONS/SUSPENSIONS

Permanent exclusion is not an option at the school. Students may either permanently or temporarily be placed on an individual programme involving short-term tuition with planned group integration where feasible as an alternative to exclusions. Fixed term suspensions are used where a student's behaviour has exceeded the normal sanctions and the incident is so serious that an FTS is deemed appropriate.

It is not an option to send a student home unofficially. This must be treated as a fixed term suspension. Any suspension must be the decision of the Head Teacher or in their absence a member of the SLT.

THE REWARD SYSTEM Birchwood has high expectations of its students, all of whom should try hard to value and celebrate their own and others achievements, both in and out of the classroom. To encourage them to do so a Class Charts based reward system operates throughout the school.

Students are rewarded by staff for meeting behaviour expectations and making academic progress. Points are awarded for personal and group success and both intrinsic and extrinsic rewards are given for short, mid and long term success. The reward system is managed within Class Charts.

Earning points = rewards. There are daily rewards, longer term rewards and class rewards.

Points	Time taken to earn	reward
24	Daily minimum expectation	Praise from the class teacher
300	You can earn 300 points with a really good week. You can take longer to earn this if you have a few blips	£10 reward voucher or Domino's Pizza for one lunchtime on a Friday
600	You can earn 600 points with a really good fortnight You can take longer to earn this if you have a few blips	£10 reward voucher or Domino's Pizza for one lunchtime on a Friday
900	You can earn 900 points with a perfect 3 weeks	£10 reward voucher or Domino's Pizza for one lunchtime on a Friday
1200	You can earn 1200 points with a perfect month	£20 shop voucher. Domino's Pizza for one lunch time
1500	You can earn this with a perfect 5 weeks	£30 reward voucher
1800	You can earn 1800 points with a perfect term	£40 reward voucher
2100	You can earn 2100 points with a perfect term	£40 reward voucher

2400	You can earn 2400 points with a perfect term	£40 reward voucher

Open to Pupil Voice on 21/6/18, 04/03/19, 08/02/20, 29/09/2020, 15/03/2021, 03/09/2021, 05/01/2022, 15/06/2022, 9/12/2022, 10/02/2023, 1/11/23, 19/2/24

Earning negative points = sanctions

<u>Sanctions:</u>

- ➢ Less than 15 green points per day = concern call home that day. ➢ 16 red points in a day = 30 minute same day detention ➢ Smoking or leaving the site = 15 minute detention that day.
- ➢ Detentions can be given by any member of staff if given as part of the five point plan.
- ➢ Damage to school property = possible reporting to the police and a request that Parent/Carer pays for the damage.
- ➢ All unacceptable behaviours outside of this policy will be reviewed by the Senior Team and appropriate sanctions put into place.

<u>Rewards for Attendance</u>

Students with 95%+ attendance are recognised through certificates, prizes and letters home. Those students with 100% attendance are particularly celebrated on a weekly and termly basis. Punctuality to school is rewarded with positive behaviour points in the behaviour rewards system. The rewards for attendance are presented below:

Time frame	% attendance	Reward
Weekly stand-alone data	95% or better for the week	Treat from the treat box

Accumulative weekly data	95% or better accumulatively	£10 shop voucher for each term (x 6 terms) that attendance remains accumulatively at 95% or better, this will also impact on students earning a place on reward trips
Weekly improvements	Improvement on the week on week data	A treat out of the treat box in Friday assembly

Positive calls home and positive post cards home can be sent for individual achievements outside of the reward system. The school is pleased to nominate students for external awards relating to work both in school or out in the community.

POSITIVE HANDLING – see also Use of Reasonable Force Policy

The use of physical intervention is very much a last resort. There are clear criteria for circumstances where it is permissible for staff to physically intervene in a situation. Having appropriate training and understanding of the uses of physical intervention equips staff to provide a satisfactory duty of care to safeguard both the students and all staff within the school community.

Staff often work in pairs around the school. This protects staff from being open to allegations and having to deal with extremely volatile situations alone. If a member of staff is alone and is aware that a situation is escalating, then assistance should be called. It is the responsibility of all staff to ensure the safety of all members of the community and this means that they should not be reliant on the Head Teacher to take the lead in physical interventions.

Staff will always risk assess any situation for their own and others' safety before physically intervening. However, it may be necessary for positive handling to be employed to prevent students from hurting each other or staff, hurting themselves, damaging property or causing significant disruption to the school. In the case of the latter or when a criminal act has been committed, the police may be involved and charges pressed. However, the decision to do this will be made following serious consideration of other options such a restorative justice intervention or reparation for damage caused which may be monetary or time linked.

In any situation where students are fighting or one is assaulting another, staff are expected to intervene and separate the students to prevent further harm. Staff have

a duty of care to ensure the safety of all students in the school. The students should then be separated and statements taken before staff facilitate a restorative justice meeting between both parties to resolve the situation in a safe environment at an appropriate time.

If a student is threatening to self-harm, again staff need to assess the situation as to the most appropriate intervention. If the student has no means of carrying out the threat, they should then be observed with minimum fuss to try and diffuse the situation. Where there is a risk of self-harm, staff may assess the situation as requiring intervention. In this case all other students should be removed from the area whilst the situation is dealt with.

Students threatening staff requires a clear assessment of the situation. Some students will shout threats to staff as a means of trying to destabilise situations or gain control but have no real intention of following through what they are saying. This may be a reaction to perceived threat when they feel threatened themselves and be learned behaviour associated with their own experiences. Again, every situation must be assessed on risk and with a knowledge of the student informing decisions made.

All incidents which result in positive handling require staff to complete a Record of Positive Physical Handling/Interaction Incident Report Form and record in the Bound and Numbered Book before the end of that day.

The report form and record need to be signed by a member of Senior Leadership that day. The teacher will then record in Class Charts the behaviour.

Physical intervention should never be used as punishment or to elicit compliance with requests. Where a student is causing major disruption to the school there may be occasions where this intervention is necessary. However, if a student is refusing to leave an area, the first action should be to relocate other students to an alternative classroom and remove the audience, which often results in a diffusing of the situation.

BULLYING

All students have the right to be educated in a non-threatening environment. Bullying in any situation compromises this premise. Many students at the school are likely to use bullying tactics to overcome their own feelings of inadequacy or because they have learned to use threats/name calling/unkind comments/physical gestures/intimidation through their own life experiences. All students are told that there are only two acceptable ways of dealing with these behaviours: to ignore it by showing no emotional response which often results in a reduction in the behaviour or to tell staff/parents in order that they can deal with it.

It is the responsibility of all staff to highlight bullying concerns at the end of each day in the debriefing meeting and to raise these with students when they occur. Where there is a pattern of bullying, staff must inform parents and a "Bullying Log" be opened in Class Charts where incidents can be tracked over a specific period of time. The student is then confronted with the situation and a Behaviour Management Plan put in place with clear sanctions for any incidents of bullying. In most instances, this will involve the perpetrator immediately being removed from the group and isolated to reflect on the situation and resolve it prior to returning to the group setting once more. Positive relationships between students and appropriate social interaction are consistently promoted through tutor time as well as the pro-social modelling of staff in the school.

RACISM

Whilst racist acts and incidents are clearly recognised as bullying, the LEA requires that they are logged and monitored annually. All incidents of racism are dealt with seriously and are regarded as unacceptable behaviour resulting in isolation of any student involved until the matter is dealt with.

Racism is discussed in PSHE and RSHE as well as through cross-curricular themes.

SEXISM AND SEXUAL HARASSMENT

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:
- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a meeting held with parents/carers if the pupil refuses to apologise in the first instance, this will be conducted with a member of the schools Leadership Team

Our RSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

CHILD ON CHILD ABUSE

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the sexual bias of child on child abuse (i.e. that it is more likely that girls will be "victims" and boys "Perpetrators") and that it can manifest itself in many ways and can include (but is not limited to):

- Bullying – including cyberbullying
- Abuse (including emotional abuse) in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment between children
- Causing someone to engage in sexual activity without consent,
- Up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Abuse linked to the sex of an individual - such as being sexually touched or initiation rituals
- Gangs and youth violence
- Initiation/hazing violence or rituals
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Child on child abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing child on child abuse. All child on child abuse will be taken seriously.

Staff are trained in and students are aware of the three categories of child on child abuse:

- Sexual Harassment
- Sexual Violence
- Harmful Sexual Behaviour

Students are made fully aware of the consequences these can result in, including police and criminal action.

The School has systems in place for pupils to confidently report abuse, including:

- Who can I talk to posters around the school

- Report a concern button for pupils using Confide Management Information System (MIS)
- The Senior Leadership Team (DSL and DDSL)

The School takes the following steps to minimise the risk of child on child abuse:

- The expectations of pupils are made clear in the school visions and values and the school rules and policies
- Tutorials, lessons, competitive sports and school activities are all based on pupils working together and teamwork and respectful collaboration are encouraged explicitly and implicitly
- Pupil led assemblies and Pupil Voice

STAFF TRAINING

Training for staff in the management of behaviour takes several guises but is always high on the agenda. Training occurs through:

- daily debriefing meetings where staff share good practices
- staff meetings where individual students and strategies are discussed
- individual staff attendance on courses in response to training needs identified through performance management
- INSET Days
- Whole school development (e.g. Restorative justice training; Resilience workshop).

All staff recruited to work within Birchwood PRU have been selected for their previous experience of dealing with challenging behaviour and/or the skills they have demonstrated at the recruitment stage which have been developed through further training within the school.

This policy has been developed through staff discussion, research and development and represents good practice for working with our students. It is formally reviewed annually as well as amended on an on-going basis.

<u>Birchwood</u> <u>Arrival Routines</u>

Punctuality
- You are expected to arrive at school on time
- If you arrive between 9am and 9:15am you will have a 15 minute late detention
- If you arrive after 9:15am you will receive a 30 minute detention

Phones/Cigarettes/Sweets and drinks. These are items banned by the school and items that will be searched for:
- You must hand over your mobile phone in the morning.
- You must hand over **ALL** Cigarettes, Vape Machines, Tobacco, Filters, papers and lighters in the morning.
- You must hand over all sweets and drinks in the morning.
- You must hand over bags and coats

Uniform
- You must wear your Birchwood polo top
- Any items worn under the polo mustn't be visible

No drugs or any paraphernalia or alcohol are allowed on school site.
- If you arrive at school and it is confirmed that you are under the influence of drugs and or alcohol, you will not be allowed on school premises, a phone call will be made to parents/carers asking them to collect you and the school may also contact the local safeguarding team or police.

Searching, Screening & Confiscation
The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without 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
- Pornographic images
- Any item that is likely to be used to commit an offence or to cause personal injury to any person or damage property.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item which they consider harmful or detrimental to school discipline. If pupils do not consent then they will be refused entry to the School. Damage to school building/ equipment /property: If damage is caused to the school building, your parents/carers will receive a bill. The Police may also be called.

Appendix two – Behaviour Principles Statement

Behaviour Principles Statement

- Every student is taught that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy has been shared and is clear to all students, parents and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families and external agencies are involved in behaviour incidents to foster good relationships between the school and students' home life

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Management Committee every year.