

## **Behaviour, Rewards and Sanctions**

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## **1 Policy Statement**

- 1.1** Birkdale School encourages pupils to adopt the highest standards of behaviour, principles and moral standards. We promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.
- 1.2** Birkdale School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipping them to take their place in the modern world.

## **2 Code of Conduct**

Just as the Staff at Birkdale School follow a Code of Conduct, so too the pupils should adhere to a Code of Conduct. Guidance on the interpretation of this code is published in the Prep School Principles and the Senior School Pupil and Parent Handbooks and in the 'Expectations of Pupil dress and general appearance'. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Our conduct is underpinned by our school Christian values.

### **2.1 Behaviour**

Pupils are expected to act with courtesy and politeness. Pupils should respect the environment, in and out of school and should have due regard for others, their possessions and property. Pupils should understand that poor or inappropriate behaviour or language reflects badly on both themselves and the school and will not be tolerated.

### **2.2 Lessons and Homework**

Pupils have a set of Pre-Prep Golden Rules, Prep Principles and Senior School Classroom Expectations they are expected to adhere to. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. Pupils should ensure that they create a secure and effective learning environment for themselves and others. The same principles apply to work done at home, in the library, in supervised study, on trips or, indeed, anywhere that learning can take place.

### **2.3 Bullying and Harassment**

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment of all kinds including sexual and racial, bullying and cyberbullying will not be tolerated. Our Anti-Bullying Policy is available on the school website. The school is strongly committed to promoting equal opportunities for all, regardless of all the protected characteristics.

## **3 Involvement of Pupils**

- 3.1** Our experience shows that the ethos of trust and respect for the school is enhanced by **listening to our pupils** and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly.

**3.2** Pupils are expected to know and understand the expectations the School has of them in respect of:

- Behaviour (including learning behaviour)
- Conduct
- Uniform and personal appearance
- Use of ICT
- Boundaries
- Values and Attitudes

## **4 Rewards and Sanctions**

Pupils are encouraged to learn effectively, develop as individuals and comply with our Code of Conduct through a system of Rewards and Sanctions. The emphasis is firmly on rewarding a positive attitude and appropriate behaviours and celebrating success.

### **4.1 Rewards (Senior School)**

- In S1- S5, House Points are awarded for work of exceptional quality or for exceptional effort. They are also awarded for exceptional contributions to other activities such as societies and clubs. Recognition of the receipt of House Points is made via a letter home to parents.
  - 25 House Points – from Form Tutor/Housemaster
  - 50 House Points – Head of Section
  - 75 House Points – Deputy Head
  - 100 House Points – Head
- In the Middle School and the Sixth Form, Commendations are awarded to pupils who actively promote positive behaviour and attitudes through their actions. Commendations are awarded every half term and are co-ordinated by the relevant Head of Section.
- For outstanding achievement in different walks of life within the school pupils are able to receive School Colours.
- Prizes are awarded at the school's annual Celebration and Prize-giving at the end of the school year.
- Other communications, which may take the form of emails, letters, calls or postcards home, are also used to reward contribution, effort and attainment.

### **4.2 Rewards (Prep School)**

- Verbal praise and written praise for good work
- Stickers and stars for Pre-Prep
- Special mentions in School Prayers during the week and sometimes the Weekly Bulletin
- Academic work is acknowledged in the Roll of Honour that is read at whole school Prayers on Monday by the Head of Prep.
- House Points are awarded for:
  - Exemplary pupil behaviour/good citizenship
  - For representing the school in sport, music or drama
- Sports colours
- Outstanding pieces of work which are displayed on the display boards as a celebration of effort and success
- Posting examples of excellent work in art/design, sports, and drama and concert
- Prizes are awarded at the school's prize-giving at the end of the school year.
- Other Communications, which may take the form of emails, letters, calls or postcards home, are also used to reward contribution, effort and attainment.

### **4.3 Sanctions (Senior School)**

For minor and/or first-time failure to meet expectations, pupils can expect to be given a verbal reprimand or warning; this is recorded on their Conduct Card. When a pupil receives three warnings they will be placed in a lunchtime detention. Examples of minor transgressions include arriving late to a lesson, uniform infringement, or any other behaviour deemed inappropriate by a member of staff. If appropriate, a pupil may be given an immediate lunchtime detention. If a pupil loses their sanctions card, they will receive an immediate lunchtime detention.

For more serious misdemeanours, a pupil may be given an after-school detention; these will be held twice a week. A detention for academic matters will be held every Tuesday and the Deputy Head's detention will be held every Friday for behavioural issues. After school detentions will take place 4-5pm.

For the most serious misdemeanours pupils may be given a Saturday detention (9.30-11.30am), internal isolation, a temporary external exclusion for a specified period or, on rare occasions, a permanent exclusion.

Sanctions may undergo reasonable change from time to time and the system is published in the Parent and Pupil Handbooks. They will not involve any form of unlawful or degrading activity. There is no corporal punishment at Birkdale School.

### **4.4 Sanctions (Prep School)**

For minor and/or first time failure to meet expectations, the pupil can expect to be given a verbal reprimand or warning and may have a conversation with his/her teacher to discuss behaviour management. This "Demerit" is recorded.

More serious and/or repeated failure to meet expectations will result in an appropriate sanction and will be recorded as a "Bad Housepoint". If a pupil receives a Bad Housepoint they will need to discuss their behaviour with a senior member of staff and parents will be informed. In some instances, parents may be invited in to discuss concerns about their child's behaviour to agree strategies to improve the behaviour. They will not involve any form of unlawful or degrading activity. There is no corporal punishment at Birkdale School.

Examples of sanctions include:

- Being asked to sit out from an activity for a period of time
- Being detained at break time or lunch time for part or all of these periods
- Temporary confiscation of a pupil's property

For more serious breaches of discipline, pupils may be temporarily excluded for a specified period or, on rare occasions, permanently excluded.

## **5 Teaching and Learning**

Birkdale aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. The school actively promotes a "growth mindset" approach to learning. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention,

together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **6 Uniform and Appearance**

Pupils are expected to take pride in their appearance and to look clean and smart at all times at school and on their journeys to and from school, and at all times when in uniform. The same expectations exist when not in uniform, but on school business, for instance on trips or visits.

## **7 Involvement of Parents and Guardians**

Parents and Guardians who accept a place for their child at Birkdale School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

## **8 Complaints**

We hope that parents and pupils do not have any cause for complaint about the operation of our behaviour policy; but the School's Complaints Policy is available on the school website and can be sent to you on request.

## **9 Review and Development**

### **9.1 Procedure**

This document, together with the effectiveness of it, is reviewed annually by the Senior Management Team and Governing Board and as events or legislation change requires.

### **9.2 Links with other Documents**

This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Attendance Policy
- Complaints Policy and Procedures
- Exclusion Policy
- Parent Handbook (Prep School and Senior School)
- Pupil Information Booklet (Prep School)
- Pupil Handbook (Senior School)

## Appendix A: Escalation of Sanctions

### Rationale

The idea behind this document is to present a clear and defined disciplinary framework which presents the escalation structure from conduct card strikes through to permanent exclusion.

This document is intended to give staff a clear understanding of how they can address misbehaviour in their lessons or during break and/or lunchtime, as well as which sanctions are most appropriate for different circumstances. Furthermore, this should provide a defined and clear clarification of our disciplinary structure to both parents and pupils.

Overall, this document should provide staff, pupils and parents with comprehensive clarity on the disciplinary structure of the school, as well as allowing all parties to understand the reasons and see the means of escalation to promote cooperation between school, parents and pupils and ensure procedural fairness.

The information below is provided to support a consistent approach and response from all staff however it will work alongside the interpretation and judgement of senior pastoral staff whose skill and expertise will always be required to best determine how the school responds to pupil misbehaviour.

The Sanctions Framework can be summarised below:

Level	Indicative Standard	Sanction	Staff
Level 1	Minor misdemeanour	Verbal warning or conduct card strike	Any member of teaching or support staff
Level 2	3 conduct card strikes	Thursday lunch detention	Any member of teaching or support staff
Level 3	Significantly poor academic work or behaviour	Tuesday or Friday after school detention. Daily Report card.	Teaching staff and/or Head of Section
Level 4	Significant poor behaviour or failure to improve on Daily Report.	Saturday detention	Head of Section
Level 5	Serious poor behaviour	Temporary exclusion and/or behaviour contract	Member of SMT (typically Deputy Head (Pastoral))
Level 6	Very serious poor behaviour	Permanent exclusion	Head

## Escalation of Sanctions Framework

Level	Indicative Standard	Sanction Form	Staff Procedure
Level 1	<p>This is behaviour constituting a minor misdemeanour. This can apply to behaviour in the classroom, poor behaviour between lessons (break/lunch/travel time) and minor infringements on uniform policy.</p> <p>This may include, but is not limited to: low level disruptive behaviour in class (shouting out / lack of focus / disruption of other pupils / failure to comply with teacher requests); being late to lessons or form period; untucked shirt; top button undone; no tie and/or blazer*; minor peer-to-peer unpleasantness (name calling / minor arguments / isolating from games); possession of a mobile phone during the school day; any other low level behaviour deemed to be unacceptable by the member of staff present.</p>	<p>Conduct Card Strike:</p> <p>The conduct card has three categories for strikes: uniform; late and conduct.</p>	<p>The appropriate section of the card should be used when giving a sanction to the respective pupil.</p> <p>*Uniform sanctions should not be applied when pupils are 'at play' during morning break or lunch; however, when entering the Heeley Hall for lunch, uniform should be as expected for a lesson.</p> <p>A conduct card strike can be given by any member of teaching or support staff.</p>
Level 2	<p>This level is initiated following a pupil acquiring three strikes on their conduct card, accumulated for any of the reasons cited above.</p> <p>If a pupil is, at any time, not in possession of a conduct card (barring extenuating circumstances - such as arriving at school in a games kit for a fixture, being on an external trip etc.) that pupil should be reported to their respective Head of Section [via email] and will be given an immediate Thursday detention.</p>	<p>Thursday detention (12.40pm - 1.15pm in 022)</p>	<p>The member of staff awarding the third and final strike on the pupil's conduct card should keep the card and place it in the plastic wallet in the staff common room.</p> <p>The pupil in question should be instructed to collect a new conduct card from their respective Head of Section.</p> <p>Following this procedure HLB will place the pupil in detention on ISAMS with Heads of Section giving reminders to the respective pupils on Thursday mornings.</p> <p>Any member of teaching or support staff can sign a conduct card, email Heads of Section if one cannot be presented or place a pupil in a Thursday lunchtime detention.</p>

<p><b>Level 3</b></p>	<p>If a pupil fails to complete a homework task or produces unacceptable work in terms of quantity or quality they will be placed in a Tuesday Academic detention.</p> <p>If a pupil receives more than two consecutive Thursday detentions or fails to attend a Thursday detention despite reminders, they will be placed in a Friday detention. This will be administered by the relevant Head of Section.</p> <p>Further to this, a Friday detention may be considered for any behaviour that is deemed more serious than that covered by a Level 1 offence.</p> <p>This may include, but is not limited to: violent conduct between pupils (resulting in non-serious or no injury); use of serious inappropriate language either between pupils or pupil to teacher; the buying and selling of items on the school site; failure to comply with a staff request, resulting in an ejection from the classroom and/or serious and sustained disruption to lesson; intentional or reckless damage to school property; any other behaviours deemed to fall into Level 3, by the member of staff in question.</p> <p>A pupil may be placed on 'Daily Report' if they continue to accrue multiple Level 1 sanctions or show consistent patterns of poor behaviour, in spite of prior intervention.</p>	<p>Tuesday detention (4.00-5.00pm in O18)</p> <p>Friday detention (4.00 - 5.00pm in O18)</p> <p>Daily Report Card</p>	<p>Tuesday detentions will be supervised by teaching staff on a rota basis.</p> <p>The accruing of consecutive Thursday detentions will be identified by the relevant Head of Section.</p> <p>If a member of teaching or support staff is informed of or witnesses any behaviour they deem to be a Level 3 offence, they should inform the relevant Head or Assistant Head of Section.</p> <p>The Friday detention itself will be supervised by the Deputy Head (Pastoral) and the relevant Head of Section will contact pupil's parents accordingly.</p> <p>The Head or Assistant Head of Section will make a decision to place a pupil on 'Daily Report' if appropriate.</p> <p>It is the pupil's responsibility to produce the Report Card at the end of each lesson, to be filled out by the teacher. The teacher should assess the pupil's performance in regard to the stated criteria, for example "<i>Pupil X is struggling to maintain focus during lessons</i>" and award them a grade A-D as appropriate.</p> <p>The Head or Assistant Head of Section will review the performance of a pupil on report card at the end of each week and decide whether to continue the report or stop it if sufficient improvement has been seen.</p>
<p><b>Level 4</b></p>	<p>A Saturday detention can be administered for an accrual of consecutive Friday detentions, or an</p>	<p>Saturday Detention (9.30am - 11.30am)</p>	<p>The accruing of consecutive Friday detentions will be identified by the relevant Head of</p>



	<p>unsatisfactory performance when on 'Daily Report'.</p> <p>Further to this, a Saturday detention may be considered for any behaviour that is deemed more serious than that covered by Level 3.</p> <p>This may include, but is not limited to: truancy; out of bounds (both during lessons and at break or lunch time); physical violence (resulting in injury or harm to another pupil); use of discriminatory language to a pupil (as covered by the 9 protected characteristics of the Equality and Diversity Act 2010); any other behaviour deemed to fall into Level 4, by the member of staff in question.</p>		<p>Section.</p> <p>If a member of teaching or support staff is informed of or witnesses any behaviour they deem to be a Level 4 offence, they should inform the relevant Head or Assistant Head of Section, at which point an investigation will be carried out.</p> <p>The Saturday detention itself will be supervised by a senior member of staff and the relevant Head of Section, will contact the pupil's parents accordingly.</p>
Level 5	<p>Suspension from school may be considered for any behaviour that is deemed more serious than that covered by Level 4.</p> <p>This may include, but is not limited to: physical violence (resulting in or with the intention to cause serious harm); any physical violence perpetrated towards a member of staff; any use of derogatory or discriminatory language towards a member of staff; any possession or use of illicit materials on the school site or in an out of bounds location during the school day; any behaviour that has a direct impact on a member of the public and/or another school community; any other behaviour deemed to fall into Level 5, by the member of staff in question.</p> <p>Any Level 5 sanction may also trigger the requirement for a behaviour contract.</p>	<p>Suspension from school (1-5 days)</p> <p>Behaviour Contract</p>	<p>If a member of teaching or support staff is informed of or witnesses any behaviour they deem to be a Level 5 offence, they should inform the relevant Head or Assistant Head of Section and the Deputy Headmaster (Pastoral), at which point a thorough investigation will be carried out.</p> <p>The suspension from school itself will be administered by the Head or a member of the Senior Management Team. The appropriate length of the suspension will be discussed and agreed by the Head, Deputy Head (Pastoral) and the relevant Head of Section, with the pupil's parents informed accordingly.</p> <p>The requirement for a behaviour contract will be agreed by the Deputy Headmaster (Pastoral) and the relevant Head of Section.</p> <p>The terms of a behaviour contract will be set by the Deputy Head (Pastoral) and Head of Section, and agreed by both the pupil in question and their parents.</p> <p>A behaviour contract may be imposed for a set</p>

			duration of time or may last for the pupil's remaining time at school. A behaviour contract marks a serious failing by the pupil to follow school rules and may lead to a permanent exclusion if improvement in behaviour is not seen.
Level 6	A permanent exclusion from school may be considered if a pupil has committed a serious breach of the school rules, has already been suspended from school, or if they break the terms of their behaviour contract.	Permanent exclusion from school.	<p>The breaking of a behaviour contract or any serious offence, deemed to be Level 5 or more serious, should be reported immediately to either the relevant Head or Assistant Head of Section, the Deputy Head (Pastoral) or Head. At this point a thorough investigation will be carried out.</p> <p>The Head, Deputy Head (Pastoral) and Head of Section will discuss the case in depth and the Head will make the final decision as to whether a permanent exclusion from school is appropriate.</p>

## Appendix B: Searching, screening and confiscation

The DfE guidance searching, screening and confiscation (January 2018) states:  
School staff can search a pupil for any items if the pupil agrees.

The Head and staff authorised by him have a statutory power to search pupils of their possessions, **without consent** where there are reasonable grounds for suspecting that the pupil may have a prohibited item

- a. What constitutes 'reasonable grounds' must be decided in each particular case. For example, it might be they have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that a pupil is concealing something. They may also have referred to CCTV.
- b. Prohibited items are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or E-cigarettes
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been or is likely to be used to
    - Commit an offense
    - Cause personal injury to themselves or others
    - Damage property of any person

### Location of the Search

Searches without consent can only be carried out in England, on school premises or, if elsewhere where the member of staff has lawful control or charge of the pupil, for example on school visits in England. In practice – searching a pupil, especially without their consent, should be seen as a last resort and unless there is concern of immediate harm, should only ever happen after consultation with the Head or Deputy Head. In cases where there is a concern about a pupil having an illegal item the police will be called and their advice followed. However, it should be noted for any search that:

- You must be the same sex as the pupil being searched, and there must be a staff witness who should also be the same sex as the pupil being searched – unless the pupil is at risk of immediate harm in which case a member of staff of a different sex may witness a search.
- Searches may include
  - Asking a pupil to turn out their pockets
  - Looking in a pupil's bag, locker or desk
  - The person conducting the search may not require the pupil to remove any clothing other than outer clothing – hats, shoes, coats, gloves, scarfs

In cases or concern of immediate serious harm, then a search can be carried out immediately. Staff can use reasonable force (see appendix) given the circumstances to search for prohibited items listed above.

### Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item they may consider harmful or detrimental to school discipline. The following should be applied in consultation with the Head/Deputy Head:

- When alcohol tobacco, cigarette papers, an E-cigarette or fireworks are found, the school can retain or dispose of it but not return it to the pupil
- Controlled drugs must be delivered to the police without delay, but may be disposed of if there is good reason to do so. Other substances believed to be harmful or detrimental to good order/discipline can be confiscated. Police advice will always be sought over the disposal of controlled drugs.
- Stolen items must be delivered to the police or returned to the owner depending on the nature of the incident.
- Pornographic images should be disposed of unless there are reasonable grounds to suspect that an offence may have been caused e.g. child pornography or extreme pornography. The image must not be viewed and if the image is on a mobile phone, the device confiscated, and the police called (see below).
- Weapons or any prohibited items deemed dangerous should be taken from the pupil, and the Head/Deputy Head will take the matter further if appropriate.

#### **Statutory Guidance for dealing with electronic devices**

In line with the school rules, mobile phones will be confiscated if used during the working day for pupils in S5 or below and if used outside the Common Room for the Sixth Form.

- If there is concern that content on a device may be harmful to a pupil or their property or disruptive to good order staff may have 'good reason' to examine the device in accordance with the guidance on a 'without consent' search. However, if there is a concern that the device contains evidence in relation to an offence e.g. pornographic images of a child or an extreme pornographic image, staff must not view any images/content, must turn it off and confiscate the device, then liaise with the Head/Deputy Head to give the device to the police as soon as possible. In this event, a safeguarding concern would be raised and the DSL informed.
- If the device contains material that is inappropriate but not committing an offence e.g. unkind remarks, staff can decide whether to delete the files or data.

In the event of any concern that results in a search, all details will be noted and passed to the Head of Section to be recorded. Parents will be contacted in all cases of concern over prohibited items or inappropriate use of technology unless it may put the child at risk of harm. Advice from other agencies may also be sought.

## **Appendix C: Policy on the use of reasonable force**

Birkdale school has regard to DfE guidance in 'Use of Reasonable Force' (July 2013)

All members of school staff have a legal power to use reasonable force. It covers a broad range of actions that involve a degree of physical contact with pupils. Force is usually used to either control or restrain. 'Reasonable' means using no more force than is needed to achieve the desired result and staff where possible should attempt to avoid causing injury to the pupil.

Force is used in two main purposes

1. To control pupils e.g. passive physical contact (standing between pupils) or active physical contact such as leading a pupil by the arm out of the classroom if they have refused to do so.
2. To restrain them e.g. to hold back physically or to bring under control, if they are behaving badly in a disruptive manner, potentially causing a risk to their own safety or that of others.

This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgement of a member of staff and should always depend on individual circumstances. Reasonable force may be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Behaving in a way that disrupts a school event or trip/visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others
- Attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves
- To remove disruptive pupils from the classroom

Parental consent is not required for the use of reasonable force.

Reasonable adjustments should be made for disabled or SEN pupils.

School cannot use force as a punishment – it is unlawful.

### **Reporting Serious Incidents**

All incidents which escalated and where reasonable force was applied should be recorded. Staff involved must write an account to the Head, Deputy Head and Head of Section including information on:

- Pupils' behaviour and level of risk presented at the time of the incident
- Degree of force used
- Effect on the pupil or member of staff

This information will be recorded, and serious incidents will be reported to parents.