



# Byrchall High School

## Behaviour Policy

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## **Aims**

This policy aims to:

- Create a positive culture based on positive relationships that promotes excellent behaviour for learning, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour in our school community based on proactive and reactive approaches so students are ready to present themselves positively in a professional, modern working environment and community
- Ensure all students can fulfil our school mission statement – Live to Learn: enjoy and achieve, Learn to Live: now and in the future.
- Provide a consistent approach to behaviour management that is applied fairly to all students
- Define what we consider unacceptable behaviour

## **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Students Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy should be read in conjunction with the behaviour curriculum and sits with other policies including:

- Behaviour – statement of common principles
- Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Exclusion Policy

## Definitions

Misbehaviour is defined as:

- Disruption in lesson, in corridors and at break and lunch
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of equipment
- Poor punctuality

Serious misbehaviour is defined as:

- Persistent misbehaviour
- Any form of bullying
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Smoking including vaping
- Racist, sexist, misogynistic, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These include: knives/weapons, alcohol, illegal drugs, stolen items, cigarettes/vapes/tobacco/cigarette papers, fireworks, pornographic material

## School behaviour curriculum

Our Behaviour Curriculum details the expectations we have of our students and how we will support them to achieve these standards. Building positive relationships are at the core of our behaviour curriculum. There are four main qualities that we aim to model to, and elicit from, students in how we and they behave:

- Kindness
- Positivity
- Respect
- Pride

In all aspects of the school there are high expectations of behaviour and attitudes. In classrooms, we expect staff to provide high levels of individual challenge to ensure students feel supported and encouraged. This promotes positive attitudes to learning, which teaches students to be committed to their learning and resilient to setbacks.

We promote the use of:

- **Relationships:** warm, caring interactions; calm consistent models of adult behaviour where recognition outweighs sanctions. We provide pastoral, safeguarding and emotional wellbeing support and work restoratively to secure and maintain positive relationships.
- **Routines:** routines are a fundamental source of high expectations and standards. These are explicitly taught and modelled to students.
- **Responses:** strategies and interventions for de-escalating confrontation and encouraging positive behaviour.

<b>We are expected to</b>		
Be kind to others, polite and respectful to all	because	everybody has the right to feel valued, confident and safe. Respect other peoples' views, opinions and cultures. It is unacceptable to make offensive comments. Be kind.
Behave sensibly and safely when travelling to and from school	because	you are a Byrchall student, and members of the community will know who you are. We want everyone to be proud of our school.
Be on time for school and lessons	because	this shows you understand we are working in a professional environment.
Follow the entry/exit routines and the transition expectations	because	this will help to create a calm learning environment and help maximise learning time. This also shows kindness and respect to staff and your peers and keeps us all safe.
Wear the correct uniform at all times	because	it shows you take pride in your appearance and being a positive member of our school community. It shows you recognise you are working in a professional environment.
Follow our school rule of no chewing gum	because	this shows you care about our school environment and ensures it is SMART for future students.
Follow a direct instruction first time every time	because	this shows kindness to staff and your peers and allows us all to stay safe.
Complete all work to the best of my ability, without distracting others– Quantity and Quality	because	this shows you are committed to achieving your very best, that you take pride in what you are doing and have respect for other people.
Complete homework to a high standard	because	this will help you to develop your independent learning skills which will stay with you for the rest of your life both in education and the workplace.
Make sure you prepare for assessments	because	it is important for you and your teacher to know where your strengths and weaknesses lie so we can further support you.
Take time to read and respond to teacher feedback	because	the feedback allows you to improve your knowledge, understanding and skills further so you can achieve the highest standards.
Look after the school environment	because	it is important that we work in a clean and professional environment. Nobody wants to see litter or work in an area damaged by others; show respect for your school.
Use the toilet facilities and water fountains before the start of school and at break/lunch	because	this will ensure you are on time for lessons and maximise your learning time.
Follow locker expectations, this includes putting your mobile phones and all electronic devices in your locker at the start of the day	because	this makes sure you are fully prepared for the day ahead. This will also address the challenges of mobile usage in school such as lesson disruption and safety. The abuse of social media can have long-term negative effects. You will focus better and learn more.
Not to make physical contact with other people	because	we do not want anyone to get hurt in school. Nobody should feel scared, unsafe or uncomfortable in our school community.

There are occasions when we will need respond to behaviour and this policy sets out the consequences should it arise.

We understand that reasonable adjustments sometimes need to be made for different students and we will ensure that this policy is applied fairly to these students.

The principles detailed below underpin our management of behaviour in school.

### **Roles and responsibilities**

The Governing Body of Byrchall High School will establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. Governors will support the school in maintaining the principles and powers that the school has in terms of maintaining good behaviour in school.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and SLT.

The Governing Body, Headteacher and staff will ensure there is no different application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality except where reasonable adjustments are deemed necessary due to a child's needs.

Staff, including teachers and support staff will be responsible for ensuring that the principles and practice of the policy are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. All staff at all levels also have an important role in teaching and modelling the routines that ensure we have the calm orderly environment that we aim for.

Heads of Year will monitor and have an overview of the behaviour within their year group. They will manage the systems and procedures to ensure behaviour is effectively dealt with. They will liaise with the Assistant Headteachers (Upper and Lower school) in relation to behaviour.

The Heads of Upper and Lower school will support the Heads of Year in managing the behaviour in year groups by: working with students and parents as appropriate and liaising with the Assistant Headteacher: Inclusion and Welfare where a child 's behaviour puts them at risk of Suspension/Exclusion. In these cases, the Inclusion team may put in intensive support to avoid this.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school as per the Home School agreement to support the school in maintaining high standards of behaviour.

## **Responding to behaviour**

Proactive and reactive strategies are the two approaches we use at Byrchall in managing behaviour. Each plays a crucial role in the promotion of positive behaviour and managing negative behaviours when they occur. The foundation of this is based on positive relationships between staff and pupils. We aim to reinforce positive behaviours and use de-escalation rather than using a punishment-based system and responding to negative behaviours.

Pupils who meet our expectations are recognised and rewarded. These rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Rewards include verbal praise, 100 club points (rewards for Attitude to learning), reward points, communication home, certificates, positions of responsibility and whole-class or year group rewards.

When a student's behaviour falls below expectations despite proactive strategies being used staff will respond in order to restore a calm learning environment and to prevent the reoccurrence of misbehaviour. Responses will consider any factors that contributed to the behavioural incident and may include reminders, de-escalation, removal from classroom, detention at break, lunch or after school, confiscation of item/s, contact home, sent to an alternative classroom to work, referral to a more senior staff member, putting the student "on report", suspension or permanent exclusion. Personal circumstances will be considered and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **Students with SEND**

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet expectations. This applies where a student has SEND. These reasonable adjustments will be on a case by case basis but may include:

- Short planned breaks for students who find it difficult to sit for long periods
- Adjustments in seating plans for a student with a hearing impairment
- Adjustment of uniform rules if a student has sensory issues or a medical condition
- Additional staff training on an area of SEND
- Use of SEND and inclusion facilities when a student needs time and space to regulate their emotions

## **Mobile Phones**

In line with DfE's mobile phone and behaviour guidance we do not allow the use of mobile phones in the school day. This includes during lessons and during unstructured time. This ensures that full attention is given to learning as mobile phones are a distraction. It also ensures the safety and well-being of staff and students. At the same time, we recognise that the journey to and from school may be safe with a mobile phone, as such students can have a mobile phone in school but it must be stored in their locker at all times. Should a phone be seen it will be confiscated and returned at the end of the day. Persistent breaches of the mobile phone rules will result in further sanctions. Where particular circumstances require any exceptions (e.g. for medical conditions or personal reasons) students will have a pass issued by a member of the SLT.

## **Behaviour Outside of School:**

Good conduct is also important outside of school and can be sanctioned when

- taking part in a school activity
- travelling to and from school
- wearing school uniform
- it poses a threat to another student
- it adversely affects the running or reputation of the school

### **Staff training**

Onboarding of staff new to the school takes place, this includes training on proactive and reactive strategies to managing behaviour. Thereafter training and briefing will take place on a regular basis on the behaviours and routines we expect to see and how these can be effectively managed to make sure that they collectively embody the school culture. All staff communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with students.

### **Student transition**

As part of our induction programme for pupils that join us (be that at the start of the school year or as part of the in-year admission process) all students will be made aware of the school's behaviour expectations and systems. There will also be explicit teaching of the routines that we have in school. Where it is necessary, extra support and training should be provided for students who arrive at the school with characteristics or circumstances e.g., being Looked After Students, students joining the school as a 'managed move', students excluded from other schools, students with SEND and other factors.

### **Student Support**

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student should be made aware of the school behaviour policies, standards, routines and expectations, and consequence processes. This will be done regularly and repeated. Some students will require additional support and development to enable them to meet the behaviour expectations. This support will be delivered through the personal development curriculum and for a small number through additional support and interventions delivered by the Pastoral, Inclusion and SEND teams.

### **Involving parents**

Staff should build and maintain positive relationships with parents, making parents aware when their students are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. Regular meetings will take place to ensure vital communication links are maintained, where outside agencies are involved.

### **Suspected Criminal Behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of the pastoral team will make the report and consider if any social care referrals are also required. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.



### **The use of force or restraint in order to control students**

It is not the case that teachers cannot intervene physically. However, caution should be taken to ensure actions are proportionate, not likely to be misconstrued and any contact should not be the norm.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including themselves)
- prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise

We would strongly recommend that only those staff specifically trained exercise this duty.

Any physical contact with students should be reasonable. There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment. The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

Staff should always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a **duty of care** towards their students and it might be argued that failing to act (including a failure to use reasonable force) may breach that duty.

The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Schools do not require parental consent to use force on a student. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If physical intervention/restraint is used in any manner, it must clearly be written and recorded on a serious incident form and processed/followed up in the normal way with the addition that the designated Child Protection Officer must be notified. The student that restraint is used upon must also be given the opportunity to be examined (should they wish) by the School's First Aid Staff and/or DSL/DDSL

## **The power to search**

The Headteacher and staff authorised by them have a statutory power to search students, their possessions and locker, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers including Shisha pens
- fireworks
- pornographic images including contents of iPads and phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence,
- to cause personal injury to, or damage to the property of, any person (including the student)
- 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.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent. The need for a search and the reason behind that should be clearly explained. If a student refuses, they may be sanctioned in line with the behaviour policy.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police should be called. The police can use the guidance set out in the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act (PACE) Code C must not be unaccompanied with a child and an appropriate adult should always be present. School staff always retain the duty of care to the student involved and should advocate for student wellbeing at all times. Every effort should be made to contact parents if the police are to be involved in a search.

Any search of a student must be recorded on CPOMS and processed in the normal manner. Should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

## **Confiscation**

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

If the following items are found they must be given to the Headteacher or Deputy Headteacher and the police will be contacted to collect the item and if necessary, arrest the student:

- Knives
- Guns, genuine or imitation
- Any object thought to be a weapon
- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the School follows its own disciplinary procedures)
- Pornographic images where the possession constitutes a specified offence (i.e., it is extreme or child pornography) in which case it must be delivered to the police.

If the following items are found, a member of the Senior Leadership team or a Head of Year should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco and papers, Shisha pens, e-Cigs
- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g., legal highs)

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include mobile phones, hoodies, jewellery, inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items may be returned to a student at the end of the lesson or day (whichever is more appropriate), however, the school reserves the right to confiscate for longer periods of time and/or dispose of items. In these cases, members of staff are not liable for any loss or damage to any item they have confiscated, providing they have acted lawfully.

## **Serious Sanctions**

### **Detentions**

Students can be issued with detentions during break, lunch and after school during term time. Parents will be informed of after school detentions via synergy.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students may be removed to a withdrawal classroom, usually within the department/year team, or to the suspension base for a short period of time.

Some students may need a longer period out of lessons, this must be agreed with the Assistant headteacher and Headteacher. These students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class such as

- Pastoral support
- Use of teaching assistants
- SEND support
- Short-term behaviour report cards
- Long-term behaviour plans – IEPs
- Working in the learning base
- Multi-agency assessment

### **Suspensions and Exclusions**

Through the positive manner in which we encourage all students to do their best, and through the supportive and encouraging environment, behaviour for nearly all students should lie within the boundaries of the school's rules. However, there may be an occasion when a student goes considerably beyond what is acceptable behaviour and the school would then consider excluding the student for a period of time or, in extreme circumstances, permanent exclusion may take place – see separate Exclusions policy.

### **Managed Transfer**

The Headteacher, at his/her discretion, may offer a parent a 'Managed Transfer' where a student transfers to another mainstream school permanently. Managed moves are voluntary and should be agreed with all parties. They will be used as part of a planned programme of interventions where there is evidence that appropriate intervention and support has been put in place.

## **School Powers**

The school has the following powers:

1. The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
2. The ability to detain students during a break/lunchtime on the same day. Parental consent is not required. Again, for an afterschool detention, parental consent is not required for the detention but 24 hours' notice should be given so that arrangements for getting home can be made.
3. The ability for a member of staff, authorised by the headteacher, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
4. The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
5. The ability to search a student with their consent for any item which is banned by the school rules.
6. The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.

