

Birkdale High School



**Birkdale
High School**
Aspire - Thrive - Succeed

Behaviour Policy 2025-2026



Birkdale High School **Behaviour Policy**

Date of Policy: September 2025

Members of staff responsible: Assistant Headteacher - HBR

Review frequency: Annually

Principles

“A School Where We All Belong”

Our school's policy is based on the premise that good behaviour is essential to learning and that all stakeholders are committed to working together to ensure that the school provides an orderly environment to ensure effective learning. Birkdale High School will provide a safe, secure and caring environment for all pupils and staff. We expect all members of the Birkdale High School community to conduct themselves in a **Safe** and **Respectful** manner at all times and to be **Ready** and prepared to actively engage in their positive learning and behaviour on a daily basis.

We aim to produce a calm and purposeful atmosphere where mutual respect is universal and where all pupils and staff are appreciated as different and valuable individuals in order that all can thrive and succeed. Staff in school have statutory authority to discipline pupils who do not conduct themselves in a **Safe** and **Respectful** manner, do not present to school **Ready** to actively engage in their learning or who fail to follow a reasonable instruction.

It is the schools aim that students not only exhibit the positive character traits of being **Safe**, **Respectful** and **Ready** when under direct supervision of staff but that these traits are exhibited at all times regardless of adult supervision.

Likewise, all positive contributions are recognised, celebrated and rewarded. There is a clear commitment to high standards and the equal worth and success of every learner is acknowledged and recognised.

Expectations for impeccable behaviour – Safe, Respectful and Ready

At Birkdale we have high standards and expectations of pupil behaviour. Like any school, there are multiple rules to follow. To help pupils understand these rules in our school we expect students to conduct themselves in a **Safe, Respectful and Ready** manner at all times. If students have these three words in the forefront of their mind when making their choices about conduct then they will not fall short of our high standards and the high standards that we expect them to set themselves.

The following exemplifies some of the key expectations regarding students conduct. However, these standards are not exhaustive, and the following just provides a flavour of our expectations.

Safe:

Travelling to and from school:

- Pupils must enter the school site as soon as they arrive and not congregate on the road outside of school.
- Upon entering the school site, pupils should go straight to their designated yard or to the dining room.

Safe:

During the school day:

- We have a gate-to-gate policy regarding the use of mobile phones. Pupils should turn off their mobile devices before entering the school site. Devices should be turned off and remain out of view for the duration of the school day whilst on school site. Students should only use their phone once they have walked beyond the school gate at the end of the day (***please refer to the Mobile Devices Policy for greater information***).
- During break and lunchtime pupils should be present on their designated yard, dining room or area of the field.
- Pupils are only permitted to use the toilets designated to them.
- Pupils are not permitted to eat or drink whilst on the school corridors and all food and drink products must be out of sight whilst moving along the corridors.
- Pupils must move around the school site in an orderly manner, keeping to the left whilst walking down corridors and following any one-way systems.

Respectful:

Travelling to and from school:

- Pupils are ambassadors for Birkdale High School and should show high standards of behaviour outside school.
- Pupils should always exhibit excellent manners, helping people by giving up seats on public transport for elders, holding doors open and using the words 'please' and 'thank you'.

Respectful:

During the school day:

- Pupils should use respectful language when communicating with peers and adults. Bad language and/or verbal abuse will not be tolerated.
- Pupils should treat everyone with respect and dignity regardless of their heritage, socio-economic status or protected characteristics.
- Pupils attending the dining room are required to line up in an orderly and sensible manner on entry to the dining room and whilst lining up at the serving hatches.
- Any pupil who wishes to remain in the dining room must be seated and clear up their space when they leave.

- To reduce litter, pupils who use the field are not permitted to enter the field for the first 5 minutes of their lunch hour and they are not permitted to take food wrappers or containers onto the field.

Ready:

Travelling to and from school:

- Pupils should wear full school uniform when travelling to school and demonstrate that they are appropriately dressed, ready to learn and participate fully as soon as they pass through the school gates.
- Pupils should leave for school at a time that ensures that they can be on site, at their form base, by 8:50am.

Ready:

During the school day:

- Pupils must strive to have an attendance of at least 98% to ensure that they are fully engaged and ready to learn.
- Pupils must be in their form rooms for 8.50am.
- Pupils must be prompt to all lessons.
- Pupils must have all of their school equipment in every lesson, including a school bag.
- Pupils must always be in full school uniform when moving around the school site between lessons and whilst in the school building
- Trainers can be worn on the field during lunchtime, however school shoes must be put back on when leaving for lessons.

<h2>Routines for Learning</h2>

Whilst our school rules and expectations can be framed using the three words, **Safe, Respectful, Ready** we recognise that, for learning to be at its most effective, we need to specify a particular code of conduct for students whilst in their lessons. Our Routines for Learning are central to our approach to creating a safe, respectful and focused environment conducive to effective learning for all our pupils. In Form Time and lessons, a successful Birkdale High School learner follows the Routines for Learning, as set out below, to maximise their learning opportunities and the opportunities of others. The Routines for Learning are displayed around the school site in every classroom. They are also formally taught and exemplified as well as routinely referred to by all staff in their learning conversations with pupils.

- Arrive to the lesson on time
- Always greet staff using Sir or Miss
- Enter the classroom quietly and sit down
- Have all equipment ready and start the first learning activity
- Talk only when the teacher says we can
- Raise a hand and wait patiently when we have a question
- Read when asked and always follow the text when others are reading
- Present work neatly
- Respond to feedback in detail
- Sit up straight and listen respectfully to others
- Do what is asked first time, every time
- Pack away equipment only when instructed
- Leave the room calmly, ensuring all uniform is correct
- Thank the teacher for the lesson
- Complete all homework on time and to the best of our ability

School staff will always strive to seek out the positive behaviours that a pupil demonstrates and will recognise these behaviours and their excellent Routines for Learning by awarding House Points.

Standards

Uniform:

School uniform is a crucial part of life at Birkdale High School, and we expect all boys to always wear the correct uniform with pride.

Our school image is important to us and, since first impressions count, we want our students to present a smart, business-like appearance. This is important on all those occasions when they need to present a positive image, not only of the school community, but also of themselves as individuals.

Full details of uniform requirements and expectations can be found on our website.

Shoes:

All students must wear plain black conventional school shoes. Trainers, boots or any other fashion alternatives cannot be worn during the school day.

We do not allow any sportswear branded school shoes including Adidas, Asics, Hoka, Nike, New Balance, On Cloud or Puma.

Trainers can be worn during PE lessons or if playing sports on the field at lunchtime. If worn at lunchtime, students must ensure that they change back into their school shoes before their next lesson.

Any student that arrives to school wearing trainers will be given a 'stage 1 - lack of equipment' log and will be given pumps to wear. If there is a period of time where a student has to wear trainers due to a medical issue, medical evidence must be provided and shared with their Head of Year who will authorise the wearing of trainers for a set amount of time. Clear communication from parents/carers is vital for this to be authorised.

Equipment:

All students should have a school bag that can carry at least two A4 folders. Drawstring bags can be used to carry PE kit only.

Having the right equipment is paramount if students are to complete work to the highest standards. The minimum equipment each student must have for every lesson is:

- Black/blue and coloured pens
- Highlighter
- Ruler
- Pencil
- Scientific calculator
- Mini whiteboard/whiteboard pen
- See-through pencil case

Equipment will be checked each morning by their form tutor. If a student does not have the basic equipment, they will be issued a 'Stage 1' detention by their form tutor.

All equipment can be purchased from the school shop, available every morning in the canteen.

Mobile phones and other devices:

We run on a gate-to-gate policy with regards to devices, which means that students are not allowed to use their mobile phones, ear pods or any other device once past the school gates. No device should be seen or used anywhere on the school site.

If devices are seen by a member of staff, they will be confiscated and handed into reception where students can collect at the end of the school day. Should a student refuse to hand over their device upon first request, Walkabout or a senior member of staff will remove the item and issue a 'stage 2' detention for the following day. Continued failure to follow instructions regarding devices will result in an escalation through the detention system.

Smart watches can be worn in school to tell the time but not for any other form of communication. If used for this purpose, they will be confiscated.

Drinks:

Students are encouraged to bring a refillable water bottle. Students are allowed to bring diluted cordial in their own bottle or milk. Other drinks are available in the school canteen.

There are also water fountains located around the school site that students can access during break and lunchtimes.

Punctuality:

Students should arrive to school with plenty of time to be in their form room by 8.50am every day.

Students who arrive after this time, without valid reason, will be marked as late and will receive a 'stage 1' detention. Students who arrive to school after registration closes at 9.20am without genuine reason will receive a 'stage 2' detention.

Students are expected to arrive to lessons on time after break and lunch.

Recognition

At Birkdale High School we recognise that reinforcing positive behaviour is an important aspect of teaching students how to conduct themselves appropriately. We pride ourselves on always seeking to reward and identify positive student behaviour and conduct.

We have a House System and pupils are placed into a House upon entry into the school. The three houses and their associated colours are:

House Turing - Yellow
House Hawking - Orange
House Constantine - Green

Pupils can earn House Points for their respective House, and these are awarded by any staff member for excellence according to their ability; participation in school life (including helping others); following the Routines for Learning; conducting themselves in a **Safe, Respectful** manner and being **Ready** to learn.

Parents can see what House Points have been awarded for by accessing the Arbor Portal App.

In addition to receiving House Points for their respective House, students can also take part in a variety of House activities, such as the Christmas Quiz and Sports Day, and the successes in these events result in additional House Points being awarded which then contribute to the overall House Trophy at the end of the year.

In addition to the awarding of House Points, school staff will seek to recognise student's achievements and positive actions in a variety of ways:

- Use verbal praise inside and outside the classroom
- Send positive parent emails and texts
- Provide positive written feedback

- Send postcards home
- Celebrate work and achievement on classroom displays
- Provide reward blazer badges

Each pupil is also part of a Year Group. Pastoral success and achievement is recognised on a Year Group level:

- Celebration of pastoral success in the half termly Reward assemblies
- Rewards and praise breakfasts based on pupils' Routine for Learning data (***collated at the end of each tracking period***)

Each curriculum department also has their own Recognition Policy and schedule that seeks to acknowledge and recognise pupil excellence according to their ability.

There is an annual Awards Evening where pupils are nominated by their class teachers and/or other staff members for a variety of curriculum and pastoral achievements.

Educational Visits

At Birkdale High School pupils will participate in many educational visits ranging from sporting activities to residential visits. Pupils are expected to be ambassadors for the school at all times. Participation in visits is a privilege. Expectations for impeccable behaviour for learning apply to all school activities.

On an educational visit:

In addition to the school requirements to be Safe, Respectful and Ready, whilst on a school trip pupils must:

- Listen to instructions at all times to ensure the safety of the group
- Show excellent manners and be polite to staff, their peers and members of the public
- Abide by the Code of Conduct for the visit
- Only use mobile phones under instruction from a member of staff e.g. to communicate a later arrival time home to a parent
- Follow the school's dress code as outlined in the trip invitation letter

Classroom Discipline

Where a pupil's behaviour falls below the expectations outlined in this policy, sanctions will be put in place. If unacceptable behaviour is repeated, the sanctions will gradually increase as a graduated response to the pupil's behaviour. The graduated response addresses both the immediate responses to behaviour but also seeks to identify support and intervention measures to support the pupil with the ultimate aim of striving to ensure there is a sustained improvement.

Staff teachers apply a tiered response system to behaviours within the classroom to help form a consistent approach within departments and across the school community.

Tiered Response	Consequence	Communication
Stage 'Warning'	Verbal warning given by the class teacher in lesson	None recorded
Stage 1	15-minute detention after-school	Recorded on Arbor, parents/carers can see details in Arbor app. Detention communicated via email.
Stage 2	30-minute detention after-school	Recorded on Arbor, parents/carers can see details in Arbor app. Detention communicated via email.
Stage 3	50-minute detention after-school	Recorded on Arbor, parents/carers can see details in Arbor app. Detention communicated via email.
Internal Exclusion	1 day in ICE 8.40am-4pm	Recorded on Arbor, email/telephone call home and back to school meeting arranged with HOY

Careful consideration will be given on an individual basis for students where necessary and reasonable adjustments will be made if needed.

Walkabout:

Daily support is offered by a variety of staff members to promote and support positive learning environments across the school. Walkabout will also be used to address behaviour incidents that are impacting and preventing the learning of others in the classroom. The Walkabout system will be used by staff members when other options have been exhausted.

Walkabout can also support a removal from lesson and escort the pupil to the designated remove room for the rest of that period.

Detentions

Detentions are issued by the pastoral team after reviewing the incident logs that are placed by staff members. Detentions are issued when pupils do not follow school rules appropriately.

Detentions are used as an opportunity for the pupil to be reflective regarding what he has done wrong, why that rule is in place and how to improve so that a repeat of the behaviour is mitigated, as well as catching up on work not completed where necessary. Failure to attend a detention will result in him being placed in Internal Exclusion (ICE) the following day. If a pupil is in school on the day of the detention and they fail to attend, parents/carers will be notified via email or telephone call.

The number and frequency of detentions issued to individual pupils will be routinely monitored as will the frequency of missed detentions. If it is felt that a pupil is not amending their behaviour despite being issued detentions and/or pupils are routinely failing to attend detentions, then parents/carers will be invited into school to discuss their son's conduct.

Parental consent is not required for detentions. Birkdale High School will always strive (but not guarantee) to give parents 24 hours' notice for detentions that are longer than 20 minutes to ensure a child's safety or the safety of others if a pupil has a known caring responsibility. This will be done via an automated email on Arbor. Where notice is given, it is the parent's/carer's responsibility to ensure safe travel arrangements are made even if making these arrangements is inconvenient. As with any sanction, a member of staff must act reasonably when imposing a detention.

When a pupil has been issued a detention, parents will be sent an email outlining the day and time of the detention. The reason for the detention, along with a short narrative about what has happened is detailed in the Arbor app.

The detention system:

All detentions will take place after-school the day after the incident has taken place.

Stage 1 Detention: (15 minutes)

- If a pupil's behaviour in lesson continues to demonstrate a poor attitude following their 'stage warning' and their behaviour repeatedly demonstrates a poor attitude to learning.
- If a pupil is late without genuine reason (in the morning for form time or to lesson)
- If a pupil arrives to school without full school uniform
- If a pupil arrives to school without full equipment (issued by their form tutor)

Stage 2 Detention: (30 minutes)

- If a pupil is late after registration closes without genuine reason (9.20am)
- If a pupil is removed from their lesson or collected by Walkabout
- If a pupil is allocated two stage 1 incidents in one day
- If a pupil's behaviour does not fall in line with Safe, Respectful and Ready outside of lesson time
- Low-level misuse of social media
- Failure to agree to confiscation of an item
- Inappropriate item brought into school

Stage 3 Detention: (50 minutes)

- Removed from two or more lessons in one day
- Three or more stage 1 incidents in a day
- Serious breaches of Safe, Respectful and Ready
- Truancy
- Higher level misuse of social media
- Bringing the school into disrepute
- Age restricted item brought into school (Vapes, cigarettes...)

The school reserves the right to expedite the detention system for serious breaches of the behaviour policy.

Internal Exclusion

Internal Exclusion (ICE) is used to try and prevent an external suspension from being issued.

Students will be placed into Internal Exclusion for significant breaches of the school behaviour policy. This may include, but not exclusive to:

- Being removed regularly from lessons
- Acts of physical and/or verbal aggression
- Bullying and intimidating behaviour and/or behaviour that puts the safety of themselves or their peers at risk
- Verbal abuse towards a staff member
- Severely bringing the school into disrepute
- Persistent breaches of an aspect of the school's behaviour policy / code of conduct (such as repeated defiance / internal truancy)
- Refusal to attend an after-school detention

The number of days that a pupil is placed into ICE for is dependent upon the individual circumstances and the level of concern that the individual's behaviour has caused. Parents will be notified if their son has been placed into ICE and are expected to attend a back-to-school meeting the day following their son's day in ICE. The meeting is required to discuss their son's conduct as well as discussing any support and additional interventions that may be required to reduce the potential for repeat behaviours.

Whilst in ICE, regardless of their lessons for that day, students will do Maths, English and Science during periods 1-3. In most instances, the work completed during periods 1 - 3 will be supported by a teaching assistant and/or class teacher to ensure that students do not fall behind in their learning. During Periods 4 and 5 students will complete the work from the day's lessons.

During their day in ICE students will receive a mentoring session to discuss their behaviour and conduct and what has to change to ensure that they do not reappear in ICE again. The minutes from this meeting will form a part of the discussion during their back to school meeting the following day.

Students will follow slightly different times of the day when in ICE. Their day will start at 8.50am and finish at 4pm. Outdoor supervision will be provided when the weather allows.

Suspension from School

We aim for no pupil to be suspended from school. Where pupils make mistakes in their behaviour, they are encouraged and supported to reflect and take responsibility for ensuring a rapid and sustained improvement, supported by parental engagement. The Internal Exclusion Room is used where appropriate to help mitigate against the need for suspending students externally. Where improvements are not significant or timely and/or the breach of the behaviour policy is deemed significant, an off-site suspension may be considered.

In addition:

Persistently poor behaviour for which internal exclusions have been ineffective, failure of a behaviour contract, assault or verbal aggression will normally result in a fixed term suspension from school. The use or supply of illegal drugs, violent assaults, possession of a weapon, for instance, would be considered as extremely serious and a danger to the safeguarding of others and would lead to significant fixed term suspensions and quite possibly a permanent exclusion. A suspension letter will be provided to the parent following the initial contact.

All suspensions will be followed by a reintegration meeting to assess the pupil's readiness for school and any support mechanisms that might need addressing. This will be recorded in the pupil's communication log in Arbor.

We have a separate Suspension and Exclusion Policy that outlines the school's approach and responses to exclusions in more detail

What will happen if a pupil chooses to repeatedly make poor choices?

Where a student's conduct and/or behaviour record highlights a pattern or regular, unsafe and disrespectful behaviour then additional measures will be put in place which may include, but not exclusive to:

- Parental meetings
- Pastoral report card
- Extended internal exclusion
- Fixed term suspensions
- Involvement with external agencies such as the police
- Wellbeing referral
- Support at home – e.g Early Help
- Potential managed move
- Permanent exclusion.

Likewise, pupils who exhibit frequent unacceptable behaviour across the school will be monitored by the pupil's Head of Year and a graduated whole school behaviour response will be initiated. The graduated response is a supportive response and aims to put support and strategies in place to help students to amend their behaviours.

Off Site Provision

Schools have the authority to direct pupils to be educated at a provision away from the school site. A decision to do this is not taken lightly and will only be taken if it is felt that all other avenues have been exhausted and that this is in the best interests of the pupil and/or their peers.

In instances where an off-site provision is deemed appropriate this will have been made very clear to the student and parents in advance and as such, all reasonable steps to mitigate against the need for off-site provisions will have been taken. Whilst the school can direct students to be educated in an off-site provision the school will still work closely with the family to secure a provision that is best suited to the needs of the individual student.

In the vast majority of instances, all students will have been offered the opportunity for a managed transfer (trial) at another school prior to placing them into an off-site provision. In instances where a managed transfer has not been offered, students and parents have a right to request a managed transfer.

If a pupil attends a managed transfer or is directed to be educated at an off-site provision they will still remain on the roll of Birkdale High School. As such, the school will still have regular communication with the parents/carers of the pupil as well as with the school / off-site provision. In the instances of a managed transfer, if they are successful and wish to remain at their new school then only at this point will the pupil be removed from the roll of Birkdale High School and placed fully onto the role of their new school.

There are several off-site provisions that the school can use for students who are unable to be educated on the school site due to behavioural reasons.

- KS3 – Waterside Academy – 12-week re-integration programme
- KS4 – Waterside Academy

The Southport Learning Trust has one off-site provision:

- KS4 - The Trust have partnered with a provider called Educ8 and the Trust schools are the sole customer for this provision

The school will also refer to the Sefton Directory of Alternative Provisions when making a decision about the most suitable education provider for any student who is to be educated off-site.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan will be implemented and the school will work in partnership with the local authority and other bodies to ensure the students needs are met.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND:

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND:

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan:

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be implemented and the school will work in partnership with the local authority and other bodies to ensure the students' needs are met.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. This is particularly true where a student with an EHCP is at risk of a permanent exclusion. In such instances where practical and appropriate, the Local Authority will be contacted for greater guidance and support.

Behaviour Education

At Birkdale High School we recognise that to achieve positive student conduct from our students we have to teach and educate our students about the conduct and expectations that we have. We have a behaviour curriculum which facilitates this and this is a curriculum that permeates every aspect of school life. The main ways that we seek to educate students, but not exclusive to, are:

General:

Form Time presentations and conversations
Assemblies
Routines for Learning
Corridor Commitment from staff
Routines for Learning
Personal Development lessons
Guest presenters

There is a staff duty rota before and after school, break times and lunch times. Staff are present to ensure the safety and welfare of pupils. Pupils are also made aware of the part that they play in maintaining a safe environment where all can achieve and flourish.

Targeted:

Mentoring
Intervention with the Safer Schools Officer (PC Ritchie)
Behaviour Mentoring
School Report
Inclusion support including Educational Psychology Services

Evaluation

This policy will be reviewed annually by the Assistant Headteacher and agreed with the Headteacher.

This policy links to the following policies, which are all available on the school's website under Policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Attendance Policy
- Suspension and Exclusion Policy