



UNIVERSITY OF
BIRMINGHAM
SCHOOL

University of Birmingham School

Behaviour & Exclusions Policy

FEBRUARY 2025

University of Birmingham School
Pupil/Student Behaviour and Exclusion Policy

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1 Introduction - Pupil/Student Behaviour and Exclusion Policy

1.1 This policy exists to provide a framework to support our vision of creating a safe School where all members of our community are nurtured so they can flourish and find purpose.

1.2 We are dedicated to social justice and equity of opportunity and aim to create an inclusive School where we value diversity and recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.

1.3 We foster a School culture which inspires optimism and hope, nurtures awe and wonder and gives pupils and students a breadth and depth of knowledge and love of learning to achieve their very best academically, socially, and spiritually. Through a shared sense of responsibility, we sustain an orderly, purposeful, caring, and aspirational learning community.

1.4 The Governing Board, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, gender identity, sexuality, additional education need or disability, in line with the Equality Act 2010:

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

2 Character Education

2.1 Underpinning our behaviour policy is our commitment to character education. We believe that wisdom stems from an understanding of how to use virtues in the right way, at the right time, and for the right reason.

2.2 We believe that virtues can be taught, and that developing good character is key to enabling our pupils to lead better lives and become better citizens. Following the Jubilee Centre model of a taught, caught, and sought character curriculum we aim to educate our pupils and students in good character and virtues, provide opportunities for them to practice making the right choices, and provide time for reflection, forgiveness, and restoration if things go wrong.

2.3 Virtues education is central to our work. It runs through our curriculum, the relationships we build, how we speak and conduct ourselves and through how we contribute to our communities both inside and out of School.

3 Expectations – holding the line, no excuses, and kindness

3.1 We expect the best of people at all times. We endeavour to be a space where adults and children do their best work. We expect that all pupils and students apply autonomy, show empathy and compassion to others and take full responsibility for their actions in School and whilst representing School.

3.2 We know it is vital to strike a balance between encouraging, recognising and rewarding positive behaviours, with having appropriate time for reflection and sanctions which are seen to be proportionate, fair and applied consistently where expectations are not met or where rules are broken. We make no apologies for having very high expectations about the behaviours we want in our School so that all members of our community feel safe, can learn, achieve, and flourish.

3.3 We recognise that some pupils will find following these expectations more difficult, perhaps because of anxiety, adverse childhood experiences or SEND and in these instances, we will also offer support, make reasonable adjustments and try to tackle the underlying issues that may be leading to or contributing to poor choices.

4 Relationships between home and School

4.1 A positive relationship between home and School is vital if a pupil or student is to achieve their best and receive consistent messages. We ask that parents and carers work with School to share, support, and reinforce the elements of our Code of Conduct and Home School Agreement which can be summarised as follows:

- We expect all pupils and students to show **compassion** and **empathy** towards everyone in our community and beyond. We will not tolerate language or behaviours that undermine the protected characteristics of the Equalities Act 2010 and makes other members of our community feel unsafe, unhappy, or like an outsider.
- We expect every pupil and student to take **responsibility** for their own learning and to be **respectful** of the learning of others, developing autonomy, reasoning, and resilience.
- We expect every pupil and student to develop **community awareness** and behave in a way that ensures they, and other members of the community, are safe.
- We expect every pupil and student to show **civility** and behave with **courtesy** in School and in our community when representing our School, by showing gratitude, respect, consideration and neighbourliness.
- *Refer to our complete Code of Conduct and Home-School Agreement:*

<https://uobschool.org.uk/wp-content/uploads/2025/01/UoBS-Home-School-Agreement-2024-2025.pdf>

4.2 Learning occurs most effectively where pupils feel safe, where there are positive relationships and where expectations are made explicit. At the start of every term, our corridor and classroom expectations are shared and reinforced with staff and pupils/students.

5 Developing responsibility and autonomy

5.1 Pupils and students are active, engaged learners in the classroom, in enrichment and in assembly - developing and practising **autonomy, critical thinking, and reasoning**.

5.2 We expect all pupils and students to show engagement using the acronym '**SLANT**' when asked. This means sit up, listen, answer questions, nod (acknowledge) and track the speaker.

5.3 We expect pupils and students to come prepared to all lessons with their pencil case with pens, pencils, ruler, rubber, calculator and a reading book (**PREPP**) and other specific lesson kit or equipment as required.

5.4 We balance an '**explicit instruction**' approach, with discovery or enquiry based learning which can be used to go 'off-piste' or inspire awe and wonder in exploring something new.

5.5 Learning is supported in silence at appropriate times so we will explicitly ask for '**silent time**' during explanation, modelling and deliberate practice time; sometimes learning happens best with enquiry and discussion so we will explicitly reference '**one at a time**' or '**work talk time**'.

6 Moral virtues

6.1 We expect all pupils and students to behave towards each other with **compassion** and **empathy**; no unkind words, no behaviours that make others feel uncomfortable or like an outsider. We want pupils and students who are tolerant and understanding of others' humanity.

6.2 We want courageous pupils and students who are not scared to do what is right - who are **honest** and who show **integrity**. We want our School to be a '**telling School**' where bystanders are expected to do the right thing. We actively encourage the act of **up-standing**.

7 Performance and intellectual virtues

7.1 We expect pupils and students to be **committed** to their learning, to show **determination** and **resilience**, develop **confidence** and **teamwork**, to adhere to deadlines in class and at home and to be **curious** in their pursuit of knowledge.

7.2 We expect pupils and students to attend School every day, and attend all lessons on time, unless there are authorised medical grounds not to (refer to separate 'Attendance Policy' for more information).

8 Civic virtues

8.1 We expect all pupils and students to help make our community better, to show **gratitude** for the learning opportunities they have and to speak **courteously** and with **civility** to all members of the community when they are in School or representing School. We say please and thank you and open doors, we tidy our own litter, and we refrain from causing damage to property.

8.2 We know that pupils and students who wish to succeed trust that teachers' instructions are to help them be successful and so expect **courteous, respectful** responses to staff instruction at all times. If an adult tells a pupil to do something, we expect it done straight away. If a pupil feels unfairly treated, they must still **follow the instruction first time**, every time, and then talk about it respectfully at an appropriate later point with the member of staff. In so doing we aim to balance authority, reflection, and a shared understanding of the causes and consequences of behaviours.

8.3 In order to make our environment safe for all we ask pupils, students and staff to walk quietly and carefully, and to use the left hand side when going up and down stairs.

8.4 We want our pupils to have meaningful interactions at break and lunch and encourage meaningful, kind activity; we will sanction all forms of play fighting.

8.5 We want our pupils to show they are proud of their School, and so expect full School uniform correctly worn when inside the School building or when representing the School on trips.

8.6 We also want our learning environment to stay fresh and inviting and so expect pupils and students to work together to keep our building tidy, chewing gum free, and free from damage or graffiti.

8.7 Pupils and students are still representing the School whilst travelling to and from School. We expect the same high levels of courtesy, civility, consideration, and integrity during these times. The same sanctions will apply for poor behaviour during these times as they would in School.

9 Positive recognition and rewards

9.1 As a community, we aim to foster intrinsic motivation for doing the right thing at the right time simply because it is the right thing to do - by creating a culture where we foster good character. We also want to recognise the vast majority of pupils and students who follow rules without a fuss and do exactly what is expected of them day in, day out.

9.2 We recognise good character through our green-stamp systems for demonstrating intellectual and community virtues, linked to wide range of strategies for reward and recognition.

9.3 Refer to *Appendix A* (page 10) for details of our current positive recognition and rewards systems.

10 Sanctions

10.1 Sanctions are an important deterrent in reminding pupils and students to behave well, and in recognising that poor choices can bring consequences. They can help internalise choices that are sometimes difficult to make. They also make it clear to the pupil and to other pupils that an unacceptable line has been crossed and that certain behaviours are not appropriate or will not be tolerated.

10.2 Sanctions are used on a case-by-case basis, are fair and transparent and awarded that, on the balance of probability, the breach of policy has taken place.

10.3 Refer to *Appendix B* (page 11) for details of our current sanctions systems.

11 Support

11.1 If it is clear that a pupil or student is receiving many or an increasing number of sanctions, support will be put in place by the Pastoral Team. We use a model of 'three houses' that is used by Schools in Birmingham. This is a strength-based model, and aims to build on what is already going well to support pupils/students (and families) with their worries and difficulties, through a targeted approach of Early Help support.

12 Reflective conversations and detentions

12.1 Our systems are designed around the principle of forgiveness as pupils grow and explore their character. We all occasionally make mistakes, and if a behaviour stamp is received for doing something wrong, we support teaching staff to hold a reflective conversation with a pupil, to close the loop on matters, bridge relationships, and help to reset and move on ready for the next lesson. This can happen in detention, or at another suitable time arranged by the Pastoral team.

12.2 In this space, adults and pupils unpick difficulties, and discuss the wiser choices they could have made using the language of character.

13 Time-out

13.1 In exceptional circumstances if a pupil continues to disrupt the learning of others or fails to follow instructions, they may be sent to work for a period in a breakout space, away from the classroom. These spaces are typically in the communal area joining the corridor classrooms. We aim to de-escalate issues where needed and provide pastoral support and guidance so that they may re-join main learning in a successful manner and in a way where they can meet expectations.

14 Internal isolation

14.1 If behaviour on a particular day has been consistently below expectation, or where there is a serious incident but one that does not quite warrant suspension from School, a pupil may be asked to complete work away from their peers in monitored isolation.

14.2 Occasionally it may be necessary to isolate a pupil whilst an investigation is taking place. This may or may not lead to a more formal sanction.

15 Suspension from School (Fixed-term Suspension)

15.1 The Principal may suspend a pupil or student from School for a fixed period for a one-off serious breach of the behaviour policy, or for continued low-level breaches of the policy. A call will be made to parents/ carers and a letter will be sent home outlining the process in more detail.

15.2 A parent/carer is asked to accompany the pupil/student back into School after a suspension from School unless School has otherwise agreed this.

15.3 The length of the suspension will be proportionate and will depend upon the nature of the incident and the pupil or student's previous behaviour record.

15.4 Suspension from School may be given for poor behaviour in School, whilst representing the School, or whilst in School uniform on the way to and from School.

15.5 Governors must meet to decide whether to uphold decisions to suspend for long periods. Pupils must not remain out of School for more than 15 days without a clear plan for reintegration.

15.6 No pupil will normally be given more than three fixed period suspensions. At such a point, the parents/carers of the child will be asked to meet with the Principal to discuss future behaviour. Any further serious misbehaviour may result in a managed-move to an alternative School or permanent exclusion from the School.

15.7 The School will at all times have regard for statutory guidance (last updated August 2024):

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101444/behaviour-in-schools-guidance.pdf)
[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101444/school-suspensions-and-permanent-exclusions.pdf)

16 Managed-move or Pupil Passport

16.1 In extreme circumstances, where a pupil is consistently failing to follow the School's behaviour policy or has committed a serious offence, a managed-move is a chance for a fresh start. On rare occasions, the pupil may be given a fixed period in another School before returning (a Passport placement).

16.2 The pupil remains on roll with us until their host School agrees they have made significant changes to their behaviour at which point they transfer to the roll at their new School.

16.3 The trial period of a managed-move will not normally exceed 12 school weeks, unless by mutual agreement of both Schools, and the family of the pupil.

16.4 Initiation of a managed-move requires the consent and support of the child's parent/carer.

17 Off-site direction: to receive education intended to improve behaviour

17.1 In addition to other strategies for support, an off-site direction (as a temporary measure) might be considered as a preventative measure to suspension/exclusion. Under an off-site direction, the Governing Board requires a pupil to attend somewhere off-site to receive education that is intended to improve their behaviour. Parental consent is not required; however, it should be a collaborative process as far as is reasonably practicable.

17.2 During the off-site direction, pupils must be dual registered at the School, and the provider.

17.3 Any use of alternative provision should be based on an understanding of the support a child needs in order to improve their behaviour, as well as any SEND. Off-site direction will only be used where in-School supports and/or outreach have been unsuccessful, and should only ordinarily be used as a temporary stay. Off-site direction may only be used as a way to improve future behaviour and not as a sanction for past misconduct.

17.4 The Governing Board will comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010, and have regard for the statutory guidance (as applies to Local Authorities) – including Section 29A of the Education Act 2002:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf

17.5 The nature of the support (an alternative mainstream school or alternative provision), its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the provider upfront. The plan will then be frequently monitored and reviewed – with pupils continuing to receive a broad and balanced education, and this will support re-integration back into mainstream schooling. Parents and carers will be invited to review meetings and the details of these and the provision will be set out at the time a direction is made – including determining who should be involved in the reviews. Review meetings may involve other agencies, such as a social worker, or Youth Offending Team (YOT) member. Reviews should provide assurance that the off-site direction is achieving its objectives.

17.6 The length of time a pupil spends in another School or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour. The length of time and the re-integration plan will be kept under review.

17.7 The School will retain responsibility for safe-and-well checks for the pupil whilst under an off-site direction order, in partnership with the alternative provider or placement-School.

17.8 The School is responsible for fees and charges that may be levied by an alternative provider under an off-site direction – payable from the pupil-funding grant (GAG) received from the ESFA.

18 Permanent Exclusion

18.1 A decision to exclude a pupil permanently is the most severe sanction available to the School.

18.2 It will usually be the final process for dealing with disciplinary offences following a range of other strategies that have been tried. It is reserved for the most grave or repeated breaches of discipline, where the Principal feels that the relationship between School and pupil has entirely broken down, or where the pupil's behaviour poses a threat to the education or safety of others.

18.3 Permanent exclusion can be an acknowledgement by the School that it has exhausted all available strategies for dealing with a pupil, and should normally be used as a last resort.

18.4 However, it may also be used in exceptional circumstances for a first offence, if deemed appropriate and proportionate by the Principal.

18.5 Parents and carers have the right to appeal the decision to a panel of Governors. Work will be set for the pupil until the appeal has been heard – within statutory timelines.

18.6 Permanent exclusion may arise from behaviour in School, whilst representing the School or whilst in School uniform on the way to and from School.

18.7 Reasons for a fixed term or permanent exclusion include:

- Serious actual or threatened violence to a pupil or member of staff or member of the public
- Unprovoked verbal attacks (including those which undermine protected characteristics)
- Sexual abuse or assault of a member of the School community
- Carrying, using, or selling a banned or prohibited item (refer 18.4 in this policy)
- Theft from School or a member of the School community
- Serious behaviour outside of School that brings the School into disrepute
- Bullying or the malicious use of social media
- Persistently unacceptable and/or defiant behaviour – including bullying

These instances are not exhaustive.

19 Searching pupils, screening pupils, and confiscating items

19.1 We adhere to the Department for Education's 'Searching, screening, and confiscation in Schools' policy from 2022 ([Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)) whereby the Principal or senior colleague to whom authority is delegated by them have a statutory power to search pupils or their possessions including bags and lockers, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item.

19.2 We will also from time to time use metal detector wands to do random checks where we do not suspect pupils have prohibited items (random screening) – but to reassure pupils, parents, and staff that our community is safe. Parents and carers will be informed about our policy and practice.

19.3 If a pupil refuses to be screened, parents/carers will be contacted, and the School may refuse to allow the pupil on to the premises, or to remain on the premises. This will be treated as an unauthorised absence and not an exclusion – in line with current statutory practice.

19.4 Banned and prohibited items include:

- alcohol
- knives or weapons
- illegal drugs
- stolen items
- tobacco and cigarette papers or vaping paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- any other item that the School deems to be a banned article or substance which will have been communicated separately to pupils and parents/carers
- Chemical substances or harmful materials

19.5 If knives, weapons, or drugs are found, we will always share this information with the police.

19.6 The School will at all times have regard for statutory guidance:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

20 CCTV

20.1 The School has CCTV in many areas as a preventative measure and to support any necessary and reasonable investigations.

20.2 Refer to our CCTV Policy for further details – including aspects of compliance, GDPR, and data retention and sharing.

21 Reasonable Force

21.1 The School adheres to the Department of Education's guidance on reasonable force, which can be outlined briefly as:

Force which is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' shall mean using no more force than is needed. As mentioned above, Schools generally use force to control pupils and to restrain them.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

Whilst not always possible in extreme cases, School staff should always try to avoid acting in a way that might cause injury.

21.2 Under no circumstances must a member of staff ever use force or a physical response as a sanction or punishment.

22 Training

22.1 The Governing Board will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of this policy. This will include briefing information and guidance as a part of staff induction for members when they join the School.

23 Review of the Behaviour and Exclusion Policy

23.1 The Governors' Pastoral Committee is responsible for the monitoring and review of the School's Behaviour and Exclusion Policy on an annual basis to ensure its continuing appropriateness, effectiveness, and compliance with statutory requirements and parameters.

23.2 Parent and carer input may also be used to review the policy.

Appendix A

Positive recognition and rewards

Full (operational) details are outlined in the School Staff Handbook, reviewed annually by School Senior Leaders.

Across our School community, we hold pupils and students in high positive regard and give praise and reward using our green stamp system:

- Green Stamp for Character – Intellectual
- Green Stamp for Character - Community

We praise pupils for showing good character, with our green stamp categories linking to virtue groups as categorised by the Jubilee Centre (University of Birmingham).

We take opportunities to celebrate, and offer private and public recognition by:

<p>Green stamps</p> <p>'Knowing you are doing the right thing'</p>	<ul style="list-style-type: none">• Issuing certificates• Issuing e-postcards home• Issuing letters home• Meetings and conversations with School senior leaders• Awarding badges• Expressing praise through routine reporting• Positive phone calls home• Awards assemblies• Other public-facing celebrations – such as the Annual Celebration of Character and Excellence event• Appointment to positions of pupil/student leadership and responsibility within the School• Honour Roll
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Appendix B

Sanctions

Full (operational) details are outlined in the School Staff Handbook, reviewed annually by School senior leaders.

Broad framework and summary of consequences:

Negative Behaviour/ Conduct Points	Consequence
2 points in a day	30 minute detention after school, same day
4 points in a day	1 hour detention after school, same day
3 red stamps in a day	Internal isolation - 1 day
Red stamp in lessons	Removal to break-out space
Failure to behave in internal isolation	A further full day in isolation and a parent/carer meeting
Failure to complete full day in isolation	Suspension, and phased return to lessons
Failing to complete detention	Extended detention
Approximately 15 points (behaviour related)	Stage 1 support and report – to form tutor
Approximately 30 points (behaviour related)	Stage 2 support with isolation – to pastoral manager and/or year leader
Continued failure to follow school rules	Stage 3 support with additional sanctions – SLT and/or managed move or suspension or escalation to permanent exclusion

Detention

At the end of the School day, pupils who have received two or more negative behaviour points in the day remain behind in their year group area for detention.

Staff will be alerted to the pupils who need to attend detention from an email sent to all teaching staff by the Pastoral Administrative Assistant.

All teachers need to check their emails at the end of the last lesson of the day to ensure they direct any relevant pupils to remain behind.

Teaching staff direct the pupil to their relevant Pastoral Manager. Pupils then remain in detention for their allotted time, working in silence. This also allows pupils time to have specific reflective conversations with Year Leads and Pastoral Managers, if available. Teaching staff and Teaching-related Professional Services staff also support detentions. Any pupils staying for one-hour will have the second half of their detention supervised by a member of the senior team.

Parents are alerted to any detention through the Class-Charts-App. If there is a legitimate reason why a pupil cannot attend a detention, the pupil and family must make the Pastoral Manager aware in advance. In exceptional circumstances, a change of date may be authorised by the Pastoral Manager but the detention will remain after-school.

If a pupil does not attend their detention, they will be added to the Extended Detention list and parents/carers will be notified. This takes place on a Friday after school for one hour and thirty minutes. If pupils continue to avoid attendance (and there are no extenuating circumstances) then the Principal is likely to escalate matters so that the pupil receive a suspension from School.

If a pupil does not complete a detention to a satisfactory standard – for example by being unsettled or causing any disruption to others, they will be placed in Extended Detention.
