

# Catshill Middle School

## Positive Behaviour for Learning and Relationships Policy

### 2024 - 2025

This policy is reviewed and updated by Kenny Hirst and Rick Duerden and is approved annually by the Local Governing Body.

Last reviewed: Sep 2024

Next Review: July 2025

This policy has been written by using evidence and guidance from a number of Publications Including:

- [Behaviour in Schools - Advice for headteachers and school staff \(2024\)](#)
- [Mental Health and Behaviour in Schools \(DfE, 2018\)](#)
- [Improving Behaviour in Schools \(EEF, 2019\).](#)
- [Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions \(The Scottish Government 2017\)](#)
- [Guide to developing a Relational Approach \(Babcock\)](#)
- [Reducing the Need for Restraint and Restrictive Intervention \(2019\)](#)
- [Timpson Review of School Exclusion \(2019.\)](#)
- [Graduated Response to Preventing Exclusions \(WCF, 2023\)](#)
- [DfE \(2024\) 'Mobile phones in schools'](#)
- [Searching, Screening and Confiscation- Advice for schools July 2022](#)
- [Keeping children safe in education - Statutory guidance for schools and colleges](#)

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## 1 Introduction

### 1.01 Strategy

At Catshill Middle School, we believe that in order to facilitate teaching and learning, appropriate behaviour and positive relationships must be demonstrated in all aspects of school life.

This policy clearly outlines the high expectations that we have for all our pupils. At Catshill Middle we are a **nurturing community that challenges all to succeed**. We expect our pupils to be **Kind**, be **Safe**, be **Respectful** and be **Ready**. We believe these core expectations are key to all pupils, staff and parents and allow positive relations to be built and learning to be its most successful. This policy is also applicable when pupils are on trips, weekends away and for pupils walking to, or from, school (anywhere where the pupil is representing the school.) This policy will still be applicable during these times and the same sanctions can be imposed as if the incident occurred on the school site.

### 1.02 Legislation and Statutory Requirements

We have used evidence and guidance from a number of Publications including:

- Behaviour in Schools - Advice for headteachers and school staff (2024)
- Mental Health and Behaviour in Schools (DfE, 2018)
- Improving Behaviour in Schools (EEF, 2019).
- Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions (The Scottish Government 2017)
- Guide to developing a Relational Approach (Babcock)
- Reducing the Need for Restraint and Restrictive Intervention (2019)
- Timpson Review of School Exclusion (2019.).

### 1.03 The Catshill Commitment

The Catshill Commitment and our core expectations promote our ethos.

**“The Catshill Federation is a nurturing community that challenges all to succeed.”**

The Catshill Commitment is at the centre of our belief that all pupils should be treated and respected as individuals whilst being challenged and guided to succeed to their full potential.

To help pupils reach their full potential we focus on our school values of

**Be Kind - Be Safe - Be Respectful - Be Ready**

All staff, pupils and visitors are to demonstrate our core expectations. We believe this allows us to build successful relationships, making sure our pupils are **ready** for the challenges that they will face in their future during their educational journey but also moving into their adult lives.

## 2 Aims

- To promote positive relationships so that all members of our school community can work together with the common purpose of challenging all to succeed.
- To have the highest expectations of pupil behaviour, challenging and addressing inappropriate behaviour in order to promote positive learning behaviour and maximise pupil's full potential.
- To ensure consistency and clarity in our application of rewards and sanctions
- To ensure that we examine the causes of behaviour and are proactive in our approach.
- To work with parents and pupils to create positive relationships that encourage mutual respect and good behaviour in and around our community.
- To ensure equality and fair treatment for all. We treat everyone as an individual and our responses should be based on specific individual circumstances.
- To create a **safe** environment for all pupils and staff by responding to incidents in line with our policy and current legislation.
- To regularly review the latest guidance and evidence to ensure all staff are trained to the highest standards when relating to managing behaviour.
- To ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively.

## 3 Expectations

Pupils will be expected to behave in a manner which promotes the Core Expectations and The British values:

### 3.01 Core Expectations

**Be Kind** - We believe that all members of the Catshill community should always be kind to each other and create a happy school environment for all

**Be Safe** - We expect everyone to act in a **safe** and calm manner around school

**Be Respectful** - We believe that everyone should show respect to each other. Differences are to be celebrated and respected

**Be Ready** - We expect everyone to have a high attendance and be **ready** to learn at each opportunity so they can achieve their full potential

Please see the core expectations (appendix 6)

### 3.02 British Values

Democracy - We allow others to share views and respect other people's views.

Rule of law - We recognise that laws are important to ensure that everyone's rights are respected.

Individual liberty - We are free to make our own choices. We try to make wise decisions and do what is right.

Mutual respect - We value tolerance of those with different faiths and beliefs and for those without faith.

### 3.03 Our School Rules and Expectations

- The following sections outline expectations for different members of our school community and at different parts of the school day
- All expectations need to be taught continually and consistently applied

- Time must be taken to do this
- Every member of staff has a responsibility to ensure expectations are consistent
- Every member of staff is a role model and should exhibit the behaviour expected

### 3.04 General Pupil Expectations

- We expect all Catshill members to be **kind, respectful** and **safe** at all times
- Be **ready** to learn by having excellent attendance and always coming equipped for lessons
- Pupils will follow instructions given by staff without question, even if the staff member is not there
- Walk around school in a quiet and **safe** manner always following the one way system
- Line up in single file on arrival to a lesson waiting quietly and only entering when invited by the teacher
- Sit where the teacher places you on their seating plan
- Be **ready** to learn by always showing good listening skills
- Always be **respectful** of the classroom; take care with equipment and leave the classroom tidy
- Wear the correct school uniform at all times as guided by the **Uniform Policy**
- To bring in healthy snacks as guided by the Healthy Eating Policy and to not walk around school eating

### 3.05 Staff expectations

- Arrive on time **ready** to teach lessons (meet and greet in doorway if you are not moving classroom), be on duty as per the rota and to collect classes at the end of break and lunchtimes
- Reinforce, calmly, clear expectations of **respectful** behaviour at all times
- Deal with incidents of inappropriate behaviour by following the school policy with **kindness**
- Ensure that pupils are clear on and reminded of the expectations when moving around school and lining up
- Challenge all pupils to reach their full potential
- Do not ignore any unacceptable behaviour – what you permit, you promote

### 3.06 Home-School Links

We pride ourselves on our links with parents and encourage parents and carers to contact us if there are any concerns or if support is needed with their child's behaviour at home. Where appropriate school will liaise with outside agencies to gain support and advice. Details of who we work with are outlined in the school **Early Help Offer** and **Early Help Statement** which can be found on the website in the **Safeguarding section**. Parents and pupils should be aware that there is an expectation that children behave **safely**, with **respect** and **kindness** when in, and out of, school; especially when in their uniform. Children need to be mindful of how they behave when in their uniform, ensuring that they do not impact on their reputation, or that of the school. The school reserves the right to take any reasonable action as a result of inappropriate behaviour by any pupil when he/she is on or off site in school uniform or can be identified as a pupil of our school. This includes taking sanctions up to permanent exclusion against pupils who do not behave appropriately and bring the school into disrepute.

Please see our Home School Agreement (appendix 2)

Where patterns are noted or there is an increase in the number of times a child is accessing Pupil Support and / or receiving sanctions, contact will be made with parents or carers. The member of staff, parents/carers and, where appropriate, the pupil will discuss the concerns relating to behaviour and discuss the **Signs of Success** 'what they are worried about', 'what is working well' and 'what needs to happen.' All parties are involved in a '**scaling question**' (0-10). A plan may be created with a review date within 2- 4 weeks. The plan is then reviewed using measurable outcomes and the scaling question repeated. Where the plan is successful, strategies are added to the child's one-page profile and the plan closed. Where the plan is unsuccessful the HOD and/or SLT are subsequently invited to the review meeting following discussion in weekly SLT meetings. Agencies who may be involved are named in our Early Help Offer.

## 4 Managing Behaviour for Learning

### 4.01 Rewards Points

At Catshill Middle School, we want to encourage pupils to make positive choices when it comes to behaviour and their learning. Setting high, but reasonable expectations we **challenge** our pupils to reach their **full potential** in every lesson, every day. We aim to celebrate the positive things our pupils do both in and outside of lessons. Epraise gives pupils and parents/carers the opportunity to share successes of what's going on at the school in terms of behaviour and achievement. It is an online rewards system that we use to record, and share, all the great things the children do in school so their achievements can be recognised and celebrated at home.

Please refer to the **Epraise Parent/Carer Guide** for more information on logging in, tutorials and settings

Pupils can gain points:

- +1 point per house point
- +5 points per praise message or call home
- +10 for an Accolade
- +10 points **READY** postcard awarded
- +10 points for being 'Student of the Week'
- +10 points for 'Best Presentation of the Week'
- Plus weekly and half termly points for excellent attendance. See the **Attendance Policy** for further details

### Rewards 4.02

Rewards are given fairly as a means of acknowledging effort and achievement and meeting the core expectations of Catshill Middle School. Our rewards are based around the development of key character traits and our school expectations of Be **Kind**, Be **Safe**, Be **Respectful** and Be **Ready**.

Rewards may be given for the following:

- Attendance

- Participation in House and We Are The Champions competitions
- Outstanding effort in lesson or with homework
- Outstanding attainment
- Fulfilling prefect and pupil leadership roles
- Reading widely for enjoyment
- Representing the school
- Headteacher's award
- Tutor awards – uniform and equipment

All staff will give house points where pupils are deserving. We award house points for above and beyond behaviours.

Staff can reward pupils by:

- Issuing a house point
- Making a praise phone call or sending a praise message home
- Sending a **READY** postcard
- Nominating a pupil for Student of the Week, Excellent Presentation or a Headteacher's award
- House points result in certification and prizes. Housepoints can also be used in the ePraise points to purchase a series of items such as toast, equipment or reward sessions and trips.

Certificates will be awarded in our celebration assemblies. There will also be prizes for the pupils with the highest number of house points, as well as the top 3 most improved pupils over the half term.

#### **4.03 Booster points**

At the end of each week, pupils will be awarded with booster points as reward for consistently making positive choices along with having excellent attendance (please see exceptional circumstances relating to attendance appendix 5). The number of points they achieve will be determined by the following criteria:

- 90% Attendance 5 points
- 90% attendance and 100% punctuality 5 points
- 100% Attendance 10 points
- 0 demerit value/ total 10 points.
- Pupils with 100% attendance, 100% punctuality and 0 demerits can achieve a combined 35 points per week.
- Students can be nominated each week for the 'Star of the Week' award. This award is worth 10 ePraise points and the pupils will receive a certificate and will have their name mentioned in the weekly celebration assembly.

#### **4.04 Recognising Excellent Attitude to Learning**

At Catshill Middle we want pupils to demonstrate consistently high attitudes to their learning and be **Ready** to reach their full potential. Therefore pupils can also be awarded the 'Presentation of the Week' award and again will receive 10 ePraise points, a certificate and a mention in the weekly celebration assembly. The Headteacher's Award is awarded to pupils who are nominated by staff for their exceptional and outstanding contribution to the school

community. This can be for academic achievement or for success beyond the classroom. Pupils who are awarded a Headteacher's Award will be recognised in the school's weekly celebration assembly and receive 10 ePraise points and a certificate.

Please see the Attitudes to Learning document (appendix 3)

**Department Nominations** - Pupils who consistently make significant effort. These nominations will be entered into a departmental prize draw and the winners (one per Year group) will be awarded with their prize and certificate in the next celebration assembly.

**House Competitions** - Each form class will be allocated one of our four houses for that academic year. Pupils can earn ePraise house points for a variety of academic and personal reasons such as high effort on a task, showing **kindness** shown to others or excellent attendance. The ePraise house points earned by each of the pupils will count individually and towards the house point total for each house. The house with the most points is awarded the House Cup at the end of each term. At the end of the year, the House Cup is awarded to the house with the highest total of points for the year.

**Celebration Assemblies** - Each weekly celebration assemblies will be held to all year groups to highlight significant educational achievements, excellent attitudes to learning and much more, whether by individual pupils or groups. Pupils will also receive their rewards certificates earned through the previous week at this assembly. The emphasis in these events is on breadth and inclusion. Pupils will be recognised for their achievements in the previous week including attendance, sporting events, extracurricular activities, activities outside school and the number of house points achieved. In order to further develop a culture of praise and success, there will be an element of celebration of achievement as part of our weekly face to face assemblies. This will ensure pupils are clear about the value placed on the achievements of themselves and their peers.

#### **4.05 End of half term reward activities -**

Each pupil will have the opportunity to attend a half termly reward activity. This will be a celebratory activity or event in which pupils can participate at the end half term if they are able to fulfil the criteria. Parents/carers and pupils will be made aware of the criteria and this will be regularly communicated to the pupils to allow them to monitor their progress towards the event or activity. At the end of the half term, pupils who are eligible and who have continually demonstrated a positive attitude to learning will be able to use their house points to access the end of half term reward events or activities. Pupils who have demonstrated poor behaviour may not be eligible to take part in these activities or events. Eligibility for the reward events will not be guaranteed on ePraise point accumulation alone. If pupils amass either 10 ePraise demerits or a value of 10 demerits they will not be able to participate in the end of half term reward event. Instead, these pupils will continue to do academic work as they would have had the reward activity or event not taken place. In the event of this looking likely, parents/carers would already have been spoken to by the form teacher or a member of SLT.

Reason why a pupil may not be able to attend:

- Pupil has 10 demerits in a half term or a value of 10 demerits
- Pupil has any outstanding lunchtime or after school interventions
- Pupil has received fixed term suspension during the term of the event
- Pupil has received two or more internal suspensions within the term



#### 4.06 Demerits for Negative Behaviour

Behaviour is a form of communication and demerits are issued to encourage better choices as well as to identify patterns and to develop stronger and more productive working relationships. Pupils should expect that any inappropriate behaviour will see the issuing of demerits in line with the school's behaviour for learning system (appendix 1). While it gives a guide to possible examples of negative behaviour, not every eventuality can be foreseen and incidents that are not on the behaviour for learning system will be discussed by SLT before an appropriate sanction is given. Staff will use a range of strategies to eliminate low level disruption instead of or prior to using the behaviour for learning system. For example, communicating their expectations, giving a chance to change their behaviour or a short period of time to calm down and reflect outside the classroom. Where given, demerit "C" points are added to ePraise. These do not deduct from the positive points earned. Accumulation of 10 ePraise demerits or a value of 10 will result in the pupil not being able to attend that half term's reward activity or event. Accumulation of demerits will result in meetings with parents and a graduated response triggered to develop a pastoral support plan. The behaviour for learning system (please see the behaviour expectations appendix 4) makes expectations clear and enables pupils to recover their behaviour, get back on task and avoid any further demerits. It offers clarity, allowing pupils to know what is expected, the consequence of their actions if their behaviour continues and encourages them to learn self regulation skills.

#### 4.07 Interventions for managing behaviour

C1 to C3 interventions (Please see the Catshill Middle core expectations appendix 1): If a pupil is not meeting the classroom expectations they will be issued with a "C" by their teacher. The initial C is a **C**hance for the pupil to have the behaviour expectation **C**ommunicated with them and to make a **C**hange to their behaviour. If a pupil continues to not meet the classroom expectations they will receive a C1 moving onto a C2 if required. If a pupil after receiving a C2 continues to not meet the classroom expectations they will be removed from the lesson and complete the remaining time in "Pupil Support" and will be issued with a C3. Pupils who receive a C1, C2 or C3 will have 10, 20 or 45 minutes of their social time removed accordingly at the next available opportunity. C1s to C3 will be issued when a pupil does not meet the classroom expectations. For example, not completing work to the expected standard or disrupting the learning environment.

C4 SLT Intervention: Pupils who reach the threshold for a C4 intervention will either stay at school that evening (after confirmation with parents/carers) or at the next available opportunity for up to 90 minutes or will spend a period of time in our 'Pupil Support' room working away from their peers. All C4 interventions will be discussed and confirmed with a parent at the earliest available opportunity.

**E** interventions will be issued to pupils who are not **E**quipped for the school day or lessons and are not **ready** to learn. This includes wearing the correct school uniform and P.E. kit. Pupils are expected to attend school wearing their full school uniform correctly. Pupils who do not have their correct uniform will be offered a replacement piece of uniform. Pupil uniform expectations can be viewed in the Catshill Uniform policy. Pupils are expected to come to each lesson fully equipped **ready** to learn and they must have a full pencil case with spare pens and pencils along with any required equipment for that specific lesson i.e. PE kit, reading book or cooking items for example. An **E** sanction will be given if a pupil does not

have the required equipment to be **ready** to learn. However, **E** sanctions will not result in a loss of points but pupils will lose social time. Repeated **E** interventions will result in demerits and **C** interventions being issued for repeatedly not following instructions to be ready to learn.

All demerits are recorded on ePraise and parents will be notified through the app with the demerit and the reason why. This allows parents to have a conversation with their child when they come home from school and to discuss what better options should have been taken. Pupil's demerits will be recorded in school to help with the early identification of any patterns in behaviour so these can be addressed as the earliest opportunity.

#### **4.08 Escalation of demerits**

Where a pupil received a total demerit value of 15 in a half term they will be placed on a Green Report book. When they are placed on a report book, pupils will be set 3 achievable targets to help them focus on their behaviour and make correct choices. These targets are reviewed after each lesson and will be marked with a tick or a cross depending if they have met the target or not. Each cross will result in a "C" demerit and additional loss of social time. Reports will be issued for a 10 day period and will be checked at each break time and at the end of the day by either the form teacher, member of the pastoral team or SLT. If a report is having a positive outcome the pupil will be removed from the report, although their behaviour will remain closely monitored. However, if a pupil receives further "C" demerits they will move onto Yellow report (30 demerits or value) and will have after school interventions alongside loss of social time for not meeting their targets. If the pupil has had a successful 10 day period on Yellow report they will move down to Green report to be monitored for a further 10 days. If a child receives further "C" demerits when on Yellow report or has been externally suspended they will be placed on Red Report (45 demerits or value). This is the highest level of report and the pupil is at significant risk of being suspended or permanently excluded. Pupils not meeting their targets on Red Report will lose social time, have after school interventions, be internally suspended or risk being externally suspended or permanently excluded from Catshill Middle School.

#### **4.09 Pupil Support and Internal Suspensions / Interventions**

The Pupil Support Room is a designated space in school designed to offer pupils any pastoral support they may require during the school day. **Pupils who need to be removed to Pupil Support will receive a C3 prior to them being sent** and will spend a period of time reflecting on their behaviour while completing the work they should be finishing in the lesson they have been removed from. If the pupil is calm and **ready** to learn after working with a member of the pastoral team they will return to their next lesson. If not, they will remain in Pupil Support for the next lesson and complete; where possible, the same work they would be doing in the lesson they are missing. Pupil Support is used as a last resort to manage a pupil's behaviour and will be used if the pupil has repeatedly not met the classroom expectations. Parents will be notified on ePraise of any C demerit and the reason why.

A pupil can be internally suspended for repeatedly not meeting classroom expectations despite support or in response to serious breaches of the school Behaviour for Learning and Positive Relationships policy. This short term decision is taken, if allowing the pupil to remain in the regular curriculum would seriously harm the education or welfare of

the pupil or others in the school. For continued non-compliance, despite plans being in place, or in the event of a serious incident it may be necessary to implement an internal suspension for a short period of time. Pupils who attend school with unnatural hair colour, false eyelashes, excessive makeup and false nails which do not meet the uniform expectations inline with the Uniform and Appearance Policy will be expected to remain in the Pupil Support room until their appearance meets the required expectations.

A pupil may be internally suspended in the Pupil Support room or a nearby SLT office for half or full days (up to 3 days.) In this case, children will be asked to complete academic work. The teachers will provide work closely matched to that which would be undertaken in their class so that the child can access the work on their own albeit with support from a member of the pastoral team. When deemed appropriate for the needs of the pupil, they will be able to attend certain lessons during the day and will be escorted to and from this lesson. Pupils who are internally suspended will not be able to attend social times unless it forms part of the reintegration programme. In this situation, the pupil would have some supervised time outside on the playground or within an appropriate place within the building (e.g. school hall). The form or subject teacher, or a member of SLT will speak to parents/carers and discuss how more positive behaviour can be encouraged both at home and at school and identify support if required.

#### **4.10 Fixed Term Suspensions or Alternative Provision**

The decision to issue a fixed term suspension is never taken lightly. It is an extreme measure and every other possible solution should have been sought to correct or resolve the reason behind the behaviour. External suspension can be for repeated patterns of behaviour or a one-off incident. An external suspension will be used where internal suspensions or interventions have shown not to change the child's behaviour or there is a serious one off incident. The same criteria for internal suspension can be applied to external suspension. Following a fixed term suspension, both the parent/s/carers and pupil are requested to attend a reintegration meeting with identified members of staff in order to discuss the reason for the suspension along with any support required in order to prevent a repeat of the circumstances. When deemed appropriate a pupil may be offered the opportunity of a managed to move to an alternative provision. We work with a number of local providers and will assess the provision that best suits the individual pupils needs and which setting has the required availability. Parents and carers will be informed of any proposed alternative provision. All behaviour issues are considered on an individual basis.

#### **4.11 Permanent Exclusion**

For repeated, or one off, very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Should the Headteacher issue a permanent exclusion, the Chair of the Governing Body Disciplinary Committee is informed and issued with related paperwork. The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the headteacher can make the decision to permanently exclude. In some cases, the Headteacher may decide to impose a five-day fixed-term suspension pending investigation and, once these have been completed, the headteacher may then decide that the incident warrants a permanent exclusion. There will be exceptional circumstances that the Headteacher may decide to permanently exclude a pupil for a "one off" incident – These include but are not limited to:

- Serious actual, or threatened violence against a pupil or member of staff
- Vandalism/serious damage to property

- Verbal or written hate comments regarding race, gender or sexuality
- Sexual assault/abuse
- Supplying an illegal drug
- Carrying an offensive weapon

When a pupil is involved in a criminal activity, the headteacher will consider whether to notify police. Under certain circumstances the police will be contacted. (Arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism and physical assault.)

#### **4.12 Graduated Response to Preventing Exclusions**

For more in detail on our Graduated Response to Preventing Exclusions, please see our Graduated Response to Preventing Exclusions Policy.

At Catshill, we use the established model of support & intervention, beginning with a universal support offer which is available to all children. Some children, who require a higher level of support, may also need targeted support and a few children will require specialist support.

The children requiring targeted or specialist support may be pre-identified based, for example, but not exclusively, on their SEND, SEMH or safeguarding status.

The children requiring targeted or specialist support may also be identified based on their recent behaviours and attitudes within school, for example, but not exclusively, reaching a certain threshold of demerits, or being suspended.

The first step of the graduated response overview is Step 1: A Whole School Approach.

It is expected that the vast majority of children and behaviours will be managed by these approaches.

If a child is identified as needing targeted support - whether as a result of an incident or a previously identified level of need - then they will move onto Steps 2-4: A Targeted Approach. During these steps, the form tutor initially, supported by the head of year and, where and when needed, the SENDCo will set out a Positive Behaviour Support Plan.

This plan will identify areas of difficulty and any barriers that a child may be facing, with the intention of helping the child manage their behaviours in order to meet the school's core expectations.

If steps 1-4 are not helping the child to manage their behaviour, then the child will progress to Step 5-6: A Specialist Approach. During these steps, SLT and SENDCo will seek support from external agencies, Spire Trust or the local authority in order to support the child. The final step of our graduated response is Step 6, where we will seek additional or alternative provision for the child, or possibly arrange a managed move.

Alternative provision may be on a short, medium or long-term basis and will be decided upon the needs of the child and suitability of other establishments. All alternative establishments

will be assessed prior to a placement with at least fortnightly check-in visits occurring in order to ensure the wellbeing of the child is being met.

## **5 Pastoral Support**

### **5.01 Pupil Support Approach**

At Catshill Middle School, we use a Pupil Support Approach to meet the aims set out in 'Reducing the Need for Restraint and Restrictive Intervention' (2019) and the 'Timpson Review of School Exclusion' (2019.). This is to allow the school to maximise the time pupils spend within the teaching and learning process, reduce suspensions and maintain a low-key approach at the lowest level of support. The framework allows for a graduated approach to support children who may be experiencing a heightened emotional state in the least intrusive manner. We understand that behaviour is a form of communication and will work to understand the reasons behind any disruptive behaviour and apply intervention where necessary. In addition to our Pupil Support room, students can also be referred to the Orchard room. The Orchard room is again run by one of our pastoral team whose focus is on mental health and wellbeing. The overall impact of the Orchard support is to reduce feelings of insecurity and anxiety which in themselves can trigger challenging behaviour within children. Children are supported and helped during difficult situations and over time, the internal controls children have (psychological inhibitors) become more prominent allowing children to regulate their own behaviour. If a pupil needs more support than can be offered by our mental health trained pastoral team, we will; where possible, seek support from external agencies to best support individuals. These agencies can include; but are not limited to, YMCA youth workers, Touchstones and social prescribers.

### **5.02 Responding and Calming**

There are three main elements that must be very clear to the pupils, staff and parents/carers. How they behave is their choice and that actions have consequences. We all must acknowledge each lesson, day and week is a fresh start and that there must be school wide consistency with regards to behaviour and attitudes towards learning

### **5.03 Reintegration and Re-entry**

A key principle behind the Recovery Support model is to allow children to 'recover' their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible. This increases their own self-efficacy and confidence. At any stage within the model classroom re-entry should be considered carefully and thoroughly planned.

Reintegration: Points to consider:

- Seating Plans
- Welcoming the pupil
- Allowing time for the pupil, and classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour or insisting on public apology
- Praising positive behaviour in a non-counterproductive way
- Support from the Pupil Pastoral team to reintegrate to the lesson
- Re-establishing rapport and continuing to build relationships

- Re-introducing the curriculum and accounting for missed learning steps

#### **5.04 Restorative Practice**

The Policy is guided by the Principles of Restorative Practice and recognises the importance of developing and maintaining positive relationships. Staff encourage the restorative option to build community and maintain a positive learning environment. We believe by developing the use of restorative language, meetings, restorative conversations and peer mediation within our school we increase the possibility of positive outcomes for pupils following conflict. This approach is implemented in order to reduce suspensions, removals from class, bullying, after school interventions and disruptive behaviour by promoting and developing emotional literacy, honesty, responsibility, accountability and conflict resolution skills. In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between home and school as outlined in the school's Early Help Statement. Where a child receives an intervention e.g. a 10 minutes C1, a short restorative reflection takes place with the member of staff who is running the lunchtime interventions. This is with the intention of making sure the pupil acknowledges the poor choices they made and what they will do in the future to avoid making the same choices. Pupils are encouraged to engage in the process in keeping with the school core expectations of being **Safe, Kind, Respectful** and **Ready**

#### **5.05 Equal Opportunities**

Under the Equality Act 2010 the school recognises its legal duty to prevent children with protected characteristics from being at a disadvantage. Our approach to challenging behaviour may be adapted to cater to the needs of a pupil. At Catshill Middle School we use a graduated response to support pupils most in need. There are a range of strategies that the school will use to support pupils.

These can include:

- Implementation of a learning support plan. The pupils' behaviour will be monitored over a period of time. There will be regular reviews to monitor progress and parental involvement will be required. In most instances, this will be initially put in place by the child's form tutor. Where no improvement is seen the next stage of our graduated response will be triggered with support from other stakeholders.
- Multi agency assessment
- Classroom environment assessment
- Additional support or time limited interventions
- SENDCO to evaluate any pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.
- Advice sought from educational psychologists or medical practitioners.
- Acute needs – liaison with external agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support available.

### **6 Use of Reasonable Force**

In some circumstances it may be necessary to use reasonable force. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. Schools do not need parental consent to use reasonable force on a pupil. All members of staff have legal

power to use reasonable force in the circumstances identified in the DfE guidance 'Use of reasonable force in schools' (2013.) However, we recognise that restrictive practice should only be used where absolutely necessary. At Catshill Middle, we also have a number of staff who have undergone Team Teach training which includes de-escalation techniques.

Training is undertaken by key adults in school and the training is regularly updated to keep inline with current protocols. Where necessary, school staff will use reasonable force to:

- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight.
- Prevent a pupil from harming themselves or another pupil through physical outbursts.

Full details can be found in the school Positive Handling Policy. Where reasonable force is used, parents/carers are notified, and the incident recorded.

## **7 Prohibited Items**

At Catshill Middle School, items identified as prohibited items, could create unacceptable risks to others and create a climate that undermines the educational purpose of our school. Any pupil who carries a prohibited item will be subject to action under the Behaviour for learning policy. In some instances, the police will be contacted.

Prohibited items in school include:

- Fire lighting equipment: Matches, lighters, etc.
- Drugs and smoking/nicotine equipment: Cigarettes, Tobacco, Cigarette papers, Electronic cigarettes (e-cigs/ vapes),
- Alcohol, Solvents, any form of illegal drugs, any other drugs, except medicines covered by the prescribed medicines procedure.
- Weapons and other dangerous implements or substances: knives, razors, catapults, guns (including replicas and BB guns), laser pens, knuckle dusters and studded arm bands, whips or similar items, pepper sprays and gas canisters, fireworks, dangerous chemicals
- Other items: liquid correction fluid, chewing gum, caffeinated energy drinks, offensive materials (i.e. pornographic, homophobic, racist, etc.), aerosols including deodorant and hair spray, any other toys which are deemed hazardous.

## **8 Search and Confiscate**

The headteacher or a member/s of staff that has been authorised by the headteacher may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays. Any search will be undertaken where possible by 2 members of staff at least one of whom will be the same gender as the pupil. The members of staff should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to: knives and weapons, pornographic images, tobacco and cigarette papers, illegal drugs, vapes, and alcohol, stolen items, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to property of any person including the pupil without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Further statutory information can be found on the [Searching, Screening and Confiscation Advice for schools](#) publication by the DfE

## 9 Mobile Phones

Please also see the school's Mobile Phone and Smart Devices Policy.

A child may bring only one mobile phone to school. (Based on agreement to the policy) However, these must be switched off and handed into the collection point before the start of the school day. Pupils are taught the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision being taken by their school to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils are also be taught the benefits of having a mobile phone-free environment and be encouraged to see such an environment as desirable and valuable.

On the first occasion the mobile phone policy is breached, the phone is confiscated and locked in the safe for collection by the child at the end of the day. A sanction is also applied to Epraise to notify parents. On the second occasion, the phone is kept until collected by the parent and a third time would result in the child being unable to bring the phone to school. If a pupil is caught taking photographs/videos on their mobile in school, they will be asked to delete them immediately and the phone confiscated, as this is in breach of our safeguarding policy. A C4 will be issued and parents will be informed. Should a pupil upload material taken whilst in school to any form of social media the pupil will be given an internal or external suspension and they will not be allowed to bring a phone to school for the remainder of that term. The matter may also be referred to the police should the content of the upload further breach safeguarding measures.

## 10 Anti-Bullying

### 10.01 What is bullying?

At Catshill Middle School, we define bullying to our pupils as, "the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."  
(Anti-Bullying Alliance)

### 10.02 S.T.O.P

If someone is doing something that they do not like. We encourage use of the word "STOP." It also makes it clear that the person does not want it to continue in an assertive manner. Aggression and retaliation should never be encouraged and will result in sanctions for both children. Bullying is something that happens Several Times On Purpose and they should Speak-out Tell One Person Bullying is a direct contradiction of our core expectations of Be **Safe**, Be **Kind**, Be **Respectful** and Be **Ready**. See our Anti-Bullying strategy for more information.

## 11 Behaviour Outside of School Premises

At Catshill Middle School we expect all our students to display the core expectations of Being **Kind**, **Safe** and **Respectful** in their local community and beyond particularly if they are wearing the Catshill uniform. Negative conduct outside the school premises, including online conduct such as inappropriate comments or actions on social media, that may result in a sanction include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform



- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Behaviour that is of a non criminal nature and that is reported to school or witnessed by a member of staff will be investigated and sanctions may be given. Behaviour that is of a criminal matter will be reported to the police. Sanctions that could be given in school can include but are not limited to; C sanctions, internal or external suspension or permanent exclusions. It is important to note that once a pupil leaves the school premises their parents /carers become responsible for their behaviour. All decisions as to which out of school incidents will be investigated and possible sanctions awarded will be at the discretion of the Headteacher.

## Appendix 1: Core Expectations



## Appendix 2:

### Home/School Agreement

This home/school agreement has been produced as a result of consultation between parents, teachers, governors and pupils at Catshill Middle School. It sets out what parents, pupils and the school can expect of each other.

As a School we will:

- Establish an interesting, caring, safe and orderly community in which every pupil has an opportunity to succeed and be a valued member
- Have high expectations of pupils' behaviour in accordance with the agreed policies
- Provide a broad and balanced curriculum that meets the individual needs of each child
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Set, mark and monitor work, including an appropriate level of homework
- Communicate to parents, regularly via Epraise and through annual reports
- Arrange Parents' Evenings during which progress can be discussed
- Contact parents if there is a problem with attendance, punctuality, uniform or equipment
- Keep parents informed about school activities

As a parent I will:

- Ensure my child attends school regularly (97% attendance or higher) and on time
- Attend school in the correct uniform and be properly equipped
- Provide the school with at least two up to date contact details, phone numbers and a valid email address
- Register with Epraise and check the system regularly
- Let the school know about any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines for behaviour
- Support my child in homework, including checking Epraise and support opportunities for home learning
- Attend Parents' Evenings and discussions about my child's progress
- Learn about my child's life at school

Signed..... (Parent/Carer)

Date.....

Signed..... (Parent/Carer)

Date.....

As a pupil I will:

- Be **Kind, Safe, Respectful** towards others and their property at all times
- Be **Ready** to learn by bringing all my equipment to the lesson and demonstrating a positive attitude to learning
- Listen to, and appreciate, other peoples' points of view
- Make it as easy as possible for everyone to learn and the teacher to teach
- Walk around school in a safe and quiet manner

- Listen to, and follow, instructions carefully first time
- Work sensibly and co-operatively
- Log into my Epraise account regularly to check for my homework or messages from my teachers
- Complete and hand in homework on time
- Take responsibility for my behaviour in school and outside of school, acknowledging my actions have consequences
- Keep the school clean and tidy so that it is a safe and welcoming place that we can all be proud of
- Wear my school uniform in a neat and tidy manner following all the school uniform expectations
- Remember that my behaviour affects both my own reputation and that of Catshill Middle School within the community.

Pupil's Name .....

Signed..... (Pupil) Date.....

# Appendix 3: Attitudes to Learning-Be READY

Attitudes to Learning at Catshill Middle		1	2	3	4
	Exceptional Attitude	Good Attitude	Not yet good.	Inadequate Attitude	
<b>Resilience</b>	<ul style="list-style-type: none"> <li>I am always positive and I never give up.</li> <li>I learn from my mistakes.</li> <li>I always have a positive 'can do' attitude</li> <li>I always look for other ways to complete the task if the first try doesn't work</li> </ul>	<ul style="list-style-type: none"> <li>I am usually positive and I rarely give up.</li> <li>I sometimes learn from my mistakes.</li> <li>I usually have a positive 'can do' attitude</li> <li>I sometimes look for other ways to complete the task if the first try doesn't work</li> </ul>	<ul style="list-style-type: none"> <li>I am usually positive and I rarely give up.</li> <li>I sometimes learn from my mistakes.</li> <li>I usually have a positive 'can do' attitude</li> <li>I sometimes look for other ways to complete the task if the first try doesn't work</li> </ul>	<ul style="list-style-type: none"> <li>I am negative about learning and give up easily.</li> <li>When I make a mistake I stop trying.</li> <li>I do not have a 'can do' attitude</li> <li>I often give up after trying something once</li> </ul>	
<b>Engagement</b>	<ul style="list-style-type: none"> <li>I treat my fellow students with kindness.</li> <li>I am a supportive and positive influence in the classroom.</li> <li>I work collaboratively in a group and can explain why it is important to work well together.</li> <li>I am always polite and helpful to staff.</li> <li>I am respectful of diversity in the people I meet and the content I discuss in my learning.</li> </ul>	<ul style="list-style-type: none"> <li>I am usually polite and helpful to staff.</li> <li>I am usually respectful of diversity in the people I meet and the content I discuss in my learning.</li> <li>I usually treat my fellow students with kindness.</li> <li>I can be supportive to my peers in the classroom.</li> <li>I sometimes work collaboratively in a group.</li> </ul>	<ul style="list-style-type: none"> <li>I am usually polite and helpful to staff.</li> <li>I am usually respectful of diversity in the people I meet and the content I discuss in my learning.</li> <li>I usually treat my fellow students with kindness.</li> <li>I can be supportive to my peers in the classroom.</li> <li>I sometimes work collaboratively in a group.</li> </ul>	<ul style="list-style-type: none"> <li>I am not usually polite or helpful to staff.</li> <li>I am not usually respectful of diversity in the people I meet and the content I discuss in my learning.</li> <li>I am not kind to those around me.</li> <li>I am not supportive of my peers in the classroom.</li> <li>I am not able to work collaboratively and I disrupt the group I am in.</li> </ul>	
<b>Aspiration</b>	<ul style="list-style-type: none"> <li>I am focused and set high standards for myself.</li> <li>I am active in sharing my opinions and asking questions when I don't understand.</li> <li>I complete all classwork, homework, research and revision tasks effectively.</li> <li>I always complete work to the best of my ability.</li> <li>I am organised and always have my equipment to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I am usually focused and set high standards for myself.</li> <li>I sometimes share my opinion and ask questions when I don't understand.</li> <li>I usually complete my classwork, homework, research and revision tasks.</li> <li>I am usually organised and have my equipment to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I am usually focused and set high standards for myself.</li> <li>I sometimes share my opinion and ask questions when I don't understand.</li> <li>I usually complete my classwork, homework, research and revision tasks.</li> <li>I am usually organised and have my equipment to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I show a lack of care for my learning.</li> <li>I rarely share my opinions or ask questions.</li> <li>I rarely complete my classwork, homework, research or revision tasks.</li> <li>I am disorganised and rarely have my equipment to learn.</li> </ul>	
<b>Dedication</b>	<ul style="list-style-type: none"> <li>I check all my work carefully.</li> <li>I respond well to feedback using it to improve my work.</li> <li>I apply my literacy skills consistently across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>I usually check all my work carefully.</li> <li>I often respond well to feedback using it to improve my work.</li> <li>I usually apply my literacy skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>I usually check all my work carefully.</li> <li>I often respond well to feedback using it to improve my work.</li> <li>I usually apply my literacy skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely check my work.</li> <li>I take almost no interest in the feedback given to me.</li> <li>I do not remember to use my literacy skills in all subjects.</li> </ul>	
<b>You!</b>	<ul style="list-style-type: none"> <li>I pay attention at all times.</li> <li>I am always enthusiastic and positive.</li> <li>I always consider the way my actions impact on other learners.</li> <li>I am always polite and helpful to all pupils and staff.</li> </ul>	<ul style="list-style-type: none"> <li>I pay attention most of the time.</li> <li>I am usually enthusiastic.</li> <li>I usually consider the way my actions impact on other learners.</li> <li>I am usually polite and helpful to all pupils and staff.</li> </ul>	<ul style="list-style-type: none"> <li>I pay attention most of the time.</li> <li>I am usually enthusiastic.</li> <li>I usually consider the way my actions impact on other learners.</li> <li>I am usually polite and helpful to all pupils and staff.</li> </ul>	<ul style="list-style-type: none"> <li>I am easily distracted.</li> <li>I do not show interest in my lessons and often disrupt learning.</li> <li>I often disrupt others and make it difficult for them to learn.</li> <li>I am not usually polite or helpful to staff.</li> </ul>	

# **Appendix 4: Catshill Middle Core Expectations**

## **Be Kind | Be Safe | Be Respectful | Be Ready**

### **C1: ONE DEMERIT - 10 minutes lunch detention**

- a. Disruptive behaviour
- b. Not following instructions
- c. Poor attitude to learning
- d. Inappropriate behaviour
- e. Rudeness
- f. No PE kit (if no note from parents)
- g. No pen or pencil/equipment (If not enough points to purchase)
- h. Minor ICT misuse
- i. Mobile phone not handed in
- j. Forgotten library book

### **C2: TWO DEMERITS - 20 minutes lunch detention**

- a. Repeated disruptive behaviour
- b. Repeated not following instructions
- c. Repeated poor attitude to learning
- d. Severe inappropriate behaviour
- e. Extreme rudeness
- f. Extreme ICT misuse
- g. Poor language
- h. Chewing gum
- i. Mobile phone visible
- j. Loss of library book

### **C3: THREE DEMERITS - 40 minutes lunch detention**

- a. Extreme language
- b. Physically aggressive / intimidating towards person or item
- c. Theft
- d. Major ICT misuse
- e. Mobile Phone used
- f. Removal to Pupil Support for continued disruptive behaviour
- g. Deliberate damage of school / others property
- h. Repeated loss of library book

### **C4 FOUR DEMERITS PSR / After School Detention**

- a. SLT - Decision after review of incident

<b>POSITIVE</b>	<b>Reward Activities</b>	Use your points to sign up for the end of half term reward activities
	<b>Accolade or Pupil of the Week</b>	Acknowledged in assembly to celebrate outstanding work or effort
	<b>House Points</b>	Recorded on ePraise and can be used to buy rewards
	<b>Verbal Praise</b>	Hard work and effort is acknowledged and praised

### Catshill Middle Core Expectations

Be Kind | Be Safe | Be Respectful | Be Ready

<b>NEGATIVE</b>	<b>Verbal Warning</b>	First warning given for misbehaviour in the classroom
	<b>Lesson Demerit</b>	C1 or C2 issued, logged on ePraise and detention
	<b>REMOVAL TO PSR</b>	C3 issued, whole lunch detention and call home made
	<b>SLT MEETING</b>	Meeting with parents to discuss behaviour concerns.

## Appendix 5: Exceptional circumstances for non-attendance

Examples of any exceptional circumstances where leave may be granted during term time are as follows:

- If a parent is service personnel and is returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a close relative, only if Headteacher is satisfied that the circumstances are truly exceptional;
- Out of school programmes such as music, arts or sport operating at a high standard of achievement. Documentary evidence of this event will be required.
- Religious observance – The Education Act 1996 S444(3) (c), states "on any day exclusively set apart for religious observance by the religious body to which his/her parent belongs";
- To attend a wedding or funeral of a close relative if the Headteacher is satisfied that the circumstances are truly exceptional; Leave should only be authorised for this purpose when a Headteacher is satisfied that there is a persuasive reason for holding the wedding during term time and there WILL be an onus on parents to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the Headteacher may use his/her discretion in granting leave and each case should be addressed on its individual merits, considering the overall welfare of the child.

Examples of circumstances NOT considered as exceptional

Holidays abroad for the purpose of visiting a sick relative, excepting where that person is seriously ill.

Medical evidence may be requested.

Holidays taken in term time due to lower cost/parental work commitment