

Catshill Middle School Positive Behaviour for Learning and Relationships Policy



2025 - 2026

This policy is reviewed and updated by SLT and is approved by the Local Governing Body.

Last reviewed: December 2025

Next Review: June 2026

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 \(EEF, 2019\).](#)
- [Guide to developing a Relational Approach \(Babcock\)](#)
- [Reducing the Need for Restraint and Restrictive Intervention \(2019\)](#)
- [Restrictive interventions, including use of reasonable force, in schools \(DFE April 2026\)](#)
- [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](#)

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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 School, 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 for all pupils, staff and parents, allowing positive relationships to be built and learning to be most successful. This policy applies when pupils are on school trips, weekends away, and when walking to or from school, or **anywhere a pupil is representing the school**. It also applies to incidents that occur **outside of school**, including in the local community, parks, at home or online, where the behaviour has a direct impact on the safety, wellbeing, relationships or learning of pupils within school. This may include (but is not limited to) physical altercations, bullying, intimidation or misuse of social media. In such circumstances, the same sanctions may be imposed as if the incident had 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).
- Behaviour in Schools (DFE, 2024)
- 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 core expectation 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 behaviours and maximise pupils' full potential.
- To ensure consistency and clarity in the application of rewards and sanctions, celebrating and rewarding pupils who meet the behaviour core expectations and using these expectations to reinforce positive behaviour for all.
- To examine the underlying causes of behaviour and take a proactive, preventative approach wherever possible.
- To work in partnership with parents and pupils to build positive relationships that encourage mutual respect and good behaviour in and around our community.
- To ensure equality and fair treatment for all, treating everyone as an individual and tailoring responses to specific 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 in managing behaviour.
- To ensure that any incidents of bullying, discrimination, aggression, and derogatory language are addressed quickly, consistently, and effectively.

3 Expectations

Pupils will be expected to behave in a manner which promotes the **Catshill Federation Values** (Appendix 2) the **Catshill Middle Core Expectations** (appendix 1) 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

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.

Tolerance – We respect and celebrate differences in people’s backgrounds, cultures, and beliefs, and treat everyone fairly and equally.

3.03 Our School 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. This will be a focus through staff induction and ongoing professional development
- 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
- 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 after being dismissed a group at a time by the teacher
- 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

- Be **ready** to meet pupils on the playground at the start of the school day, as well as at the end of break and lunchtimes.
- Arrive on time and **ready** to teach lessons, including meeting and greeting pupils at the classroom door if you are not moving between rooms, and be on duty according to the rota.
- Reinforce clear expectations of **respectful** behaviour at all times, remaining calm and consistent, remembering that every interaction matters.
- Address incidents of inappropriate behaviour promptly, following the school policy while responding with kindness.
- Use the phrase “All Eyes on Me” along with the countdown 3, 2, 1 to ensure all pupils are fully listening and ready to be taught.
- Ensure pupils are clear on the expectations when moving around the school and lining up, and remind them regularly.
- Challenge all pupils to achieve their full potential.
- Do not ignore any unacceptable behaviour – what you permit, you promote.

3.06 Home-School Links

We pride ourselves on our strong links with parents and carers and encourage them to contact us if they have any concerns or require support with their child's behaviour at home.

Parents and carers can message teachers directly via the messaging service on ePraise.

Where appropriate, the school will also liaise with external agencies to seek additional support and advice. Details of the agencies we work with are outlined in the school's Early Help Offer, which can be found on the website in the Safeguarding section.

Parents and pupils should be aware that children are expected to behave safely, respectfully, and kindly both in and out of school, particularly when wearing school uniform. Pupils must be mindful of their behaviour while in uniform, ensuring that their actions do not negatively affect their own reputation or that of the school.

The school reserves the right to take any reasonable action in response to inappropriate behaviour by any pupil, whether on or off site, while wearing school uniform or identifiable as a pupil of our school. This may include sanctions up to and including permanent exclusion for pupils whose behaviour brings the school into disrepute.

Where patterns are noted or there is an increase in the number of times a child is accessing the **Ready Room** 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. A pastoral support plan will be created to best help the pupil to be successful using a series of smart targets which will be reviewed at an agreed Where the plan is successful, strategies are added to the child's one-page profile and the plan closed, but still accessible for all staff to review. Where the plan is unsuccessful the Heads of Key Stage (HOKS) and/or SLT are subsequently invited to the review meeting following discussion in weekly pastoral team meetings. When required outside agencies may be asked to support the plan being implemented to support the pupil. An example of the outside 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 **Aim to Be The Best** 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 or **Achievement**
- +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** and being the **Best**.

Rewards may be given for the following:

- Excellent attendance or Improvement in Attendance
- Participation in House competitions and We Are The Champions events
- Exceptional effort in lessons or with homework
- Outstanding attainment
- Fulfilling prefect and pupil leadership roles
- Reading for enjoyment
- Representing the school in events or activities
- Headteacher's Award
- Demonstrating the qualities of an excellent Catshill Citizen
- Tutor awards for uniform, equipment, or contribution

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
- 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.
- Nominating a pupil for the Catshill Commendation Award

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 showing improvement in their attitude, attainment or attendance.

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. 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 'Student 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 Catshill Middle Rewards poster (appendix 4)

Subject Nominations - Pupils who consistently make significant effort or improvement in a particular subject will be nominated for a subject award which will be awarded in the weekly celebration assembly and the pupil will receive 10 ePraise points

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 do an activity with a member of SLT. In the event of this looking likely, parents/carers would already have been spoken to by the registration teacher or a member of the pastoral team to support the pupil to be more successful. However, these pupils will be given a set of bespoke behaviour targets. If these are successfully achieved they will earn their place back on to a reward activity.

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

In order to support children who may have received 10 or more demerits in a half term they will be placed on a school behaviour report (appendix 9) and a pastoral support plan (PSP) (appendix 7) will be created to support their behaviour. This will be done by both the pupil, their parents / carers and a named adult. Pupils who achieve 90% of their report targets can earn their place back on to that half term's reward session.

4.06 Reward Shop

At Catshill Middle School, we operate a Rewards Shop, where pupils can spend the positive reward points they have earned. Pupils are able to choose from a range of physical items as well as individual or group experience-based rewards. All available rewards, along with their points cost, are displayed on ePraise. Pupils can collect any items they have purchased during designated lunchtimes in the school hall, after they have eaten. Rewards vary in type and price, and some are limited in number, meaning they may only be available for a short time. Our rewards include, but are not limited to:

- Extra playtime
- An own non-uniform day
- Hot chocolate rewards
- Stationery and small gifts
- Group treats and special experiences

The Rewards Shop is designed to celebrate pupils' effort, behaviour, and achievements, encouraging them to work hard, take pride in their success and be the best.

4.07 Demerits for Negative Behaviour

Behaviour is a form of communication, and demerits are issued not only to encourage better choices but also to identify patterns and support the development of stronger and more productive working relationships with pupils. Pupils should expect that any inappropriate behaviour will result in demerits in line with the school's behaviour for learning system (see Appendix 3). While the system provides guidance on possible examples of negative behaviour, it cannot cover every situation, and incidents not explicitly listed will be discussed

by Heads of Key Stage and Senior Leadership Team to determine an appropriate and fair response.

Staff use a range of strategies to prevent and address low-level disruption before or alongside the formal behaviour for learning system. These include clearly communicating expectations, giving pupils opportunities to adjust their behaviour, and offering short, supportive interventions such as a brief period of ‘time out’—for example, standing outside the classroom, taking a movement break, or visiting the **Ready/Nurture Room** for a few minutes. Where demerit “C” points are given, these are recorded on ePraise but do not deduct from positive points previously earned, reinforcing a focus on growth and improvement.

Accumulation of 10 ePraise demerits or a value of 10 will result in the pupil being unable to attend that half-term’s reward activity or event. Repeated accumulation of demerits triggers a graduated response, including meetings with parents and the development of a pastoral support plan (PSP), designed to support the pupil in making positive changes.

The behaviour for learning system provides clear expectations while also enabling pupils to recover their behaviour, re-engage with learning, and avoid further demerits. It promotes consistency, fairness, and transparency, helping pupils understand the consequences of their actions while encouraging the development of self-regulation skills. Above all, the system is designed to be inclusive, focusing on building positive relationships with pupils, understanding individual circumstances, and supporting every pupil to succeed.

4.08 Interventions for managing behaviour

C1 to C3 interventions: 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 will be sent to a designated senior teacher’s classroom to complete the rest of their lesson. Alternatively a pupil may go straight to the **Ready Room** if this is deemed in their best interests. This decision will be made by the teachers and pastoral staff involved in supporting that pupil. It is hoped that this period away from their peers will enable the pupil to regulate their behaviour before returning successfully to the rest of their timetable. If it is deemed necessary and the pupil cannot regulate their behaviour they will be removed to the **Ready Room** to undergo a period of calm reflection and with a member of the school’s pastoral team. Their C2 will be changed by a member of the pastoral team to a C3 and a whole lunch detention will be issued. It is hoped that the period of calm reflection will allow the pupil and the member of the pastoral team to identify any issues causing the unwanted behaviour and enable them to deal better with future challenges. 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. From Easter, Year 8 pupils who receive a C3 will be given a 40 minute after school detention at the next available opportunity. This is to allow Year 8 pupils to become ‘High School **ready**’. Parents will be contacted to arrange a convenient time for their child to do the detention. 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 Heads Of Key Stage and Senior Leadership Team 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 '**Ready**' 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 **Equipped** or who have not completed their homework and therefore are not **ready** to learn. This includes bringing stationery to the lesson, wearing the correct school uniform and P.E. kit. Pupils are expected to attend school wearing their full school uniform correctly. However, to be fully inclusive we will make exceptions to the uniform policy and these exceptions must be agreed in advance with the pastoral team. Pupils who do not have their correct uniform are expected to have a note from home explaining why and they may 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.

4.09 Escalation of Demerits

Where a pupil accumulates a total demerit value of 10 in a half term, they will be placed on a **Positive Behaviour Report Card**, which may be either a **physical** or if suited a **virtual report card**. The aim of the report is to support the pupil to experience **success**, and positive achievements will be recognised and praised to strengthen relationships between the pupil and staff.

On the report card, pupils are scored between 1–3 on how well they meet their bespoke targets. These targets are set by the pastoral team, registration teacher, or other senior staff, and **will align with any targets set in the pupil's Pastoral Support Plan (PSP)**. A score of 1 will result in a "C" demerit.

Reports are issued for up to a 10-day period and are checked at each break time and at the end of the day by the form teacher, HOKs, pastoral team, or SLT. Staff will regularly ask to see the report and **actively praise pupils for achieving their targets**, reinforcing progress

and building positive relationships. If the report is having a positive impact, the pupil may be removed early, although behaviour will continue to be closely monitored and additional support provided as needed. Pupils who achieve 90% of their personal targets during this period will have the opportunity to earn back their half-term reward activity.

If a pupil receives further “C” demerits while on the Positive Behaviour Report Card, or does not successfully complete the 10-day period, parents will be invited to work with the school to review and refine the PSP. Completed pupil behaviour report cards are retained by the HOKs, creating a record of achievements and providing evidence to guide any further support.

Should a pupil remain on report after a further 10-day period without significant improvement, the PSP will be reviewed, and the pupil may be at risk of suspension, off-site direction, or permanent exclusion.

Throughout the report period, pupils are expected to have their report signed regularly by their designated teacher(s). At the end of each day, pupils with a physical Behaviour Report Card are to complete the reflective section of the report and provide a comment from home, guided by pastoral comments where appropriate. Failure to have the report signed or to return it to school without a valid reason will result in the loss of social time and may affect the pupil’s opportunity to regain their reward activity.

4.10 Alternative Classroom, Ready Room and Internal Suspensions / Interventions

If a pupil receives a C2 demerit in a lesson, they will be sent to a senior teacher’s classroom for the remainder of the lesson to complete their work. This time away from their peers is designed to allow them to regulate their behaviour and for staff to support and build positive relationships with the pupil before they return to their timetabled lessons.

Pupils who are unable to regulate their behaviour in the senior teacher’s classroom will be sent to the **Ready Room**, a small space led by a member of the pastoral team. Here, pupils receive targeted support to help them return successfully to the classroom as quickly as possible while strengthening positive relationships with staff. Pupils undertake calm, reflective work to help them and the pastoral team understand the reasons why they could not remain in their lesson. Once the pupil is calm and **ready** to learn, they return to their next lesson. If they are not yet **ready**, they remain in the **Ready Room** for the next lesson and, where possible, complete the same work they would have been doing in class. The **Ready Room** is used as a last resort to manage behaviour and is implemented when a pupil has repeatedly not met classroom expectations. Parents will be notified via ePraise of any C demerits and the reason for them.

The **Nurture Room** is a calm, supportive space where pupils participate in a series of group or individual interventions designed and run by the pastoral team. These interventions aim to support pupils’ SEMH (Social, Emotional, and Mental Health) and behavioural needs, giving them the skills to prevent further demerits, overcome challenges in school, and develop positive relationships with staff and peers. Pupils receiving a high number of demerits are highlighted by the pastoral team to receive additional targeted support.

In cases of repeated non-compliance or serious breaches of the school's Behaviour for Learning and Positive Relationships policy, a pupil may be internally suspended. This short-term measure is taken when allowing the pupil to remain in the regular curriculum would seriously impact their own education or the welfare of others. Internal suspension may also be applied if a pupil's appearance does not meet the school's uniform and appearance expectations (e.g., unnatural hair colour, false eyelashes, excessive makeup, or false nails) in line with the Uniform and Appearance Policy. In such cases, the pupil will remain in an SLT classroom or office until expectations are met, with staff supporting them to maintain positive relationships during this time.

Pupils may be internally suspended for half or full days (up to three consecutive days). During this time, they will complete academic work closely matched to their regular lessons, with support from a member of the pastoral team as required. When appropriate, pupils may attend certain lessons during the day under supervision and will be escorted to and from these lessons. Pupils who are internally suspended will not attend social times, except as part of a reintegration programme, during which they may have supervised time outside or in an appropriate indoor space (e.g., the school hall), continuing to focus on building positive relationships.

Throughout the process, the registration teacher, subject teacher, pastoral team, or a member of SLT will engage with parents/carers to discuss strategies for encouraging positive behaviour both at home and at school, and to identify any additional support required, with the aim of fostering strong, positive relationships between pupils and staff.

4.11 Fixed-Term Suspension, Off-Site Direction and Managed Moves

The decision to issue a Fixed-Term Suspension is never taken lightly and is always used as a last resort, in line with Department for Education (DfE) statutory guidance. Suspension will only be considered where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, and where all reasonable, proportionate and appropriate strategies to address the behaviour have been exhausted. Fixed-term suspension may be used in response to repeated patterns of poor behaviour or a serious one-off incident. The same criteria applied when considering internal suspension are also used when determining whether a fixed-term suspension is appropriate.

For suspensions over 1 day in duration a welfare check telephone call will usually be carried out by a member of the pastoral team during the suspension period in order to ensure that pupils and parents feel supported.

Following a fixed-term suspension, a reintegration meeting will be arranged with the pupil and their parent(s)/carer(s). The purpose of this meeting is to restore positive relationships, reflect on the behaviour that led to the suspension, and agree on strategies and support to reduce the risk of recurrence. As part of this process, a Pastoral Support Plan (PSP) will be created or reviewed as appropriate, and the pupil will be placed on a behaviour report card with bespoke, achievable targets to support a successful return to full-time education.

Off-Site Direction, for a maximum period of 12 weeks, may be used as a supportive and preventative intervention where a pupil's behaviour has significantly disrupted learning or

posed a risk to the safety or wellbeing of others. In accordance with DfE guidance, off-site direction is not a punishment and does not replace exclusion. It is a temporary measure designed to provide a structured alternative placement offering targeted support, an opportunity for reflection, and re-engagement with learning in a more focused environment. The overarching aim of off-site direction is successful reintegration into the main school setting.

Any decision to implement off-site direction will be made following careful consideration of the pupil's individual circumstances and in consultation with parents/carers and relevant agencies, ensuring that safeguarding responsibilities and the pupil's right to suitable full-time education are upheld. Placements will be time-limited and reviewed regularly, with review meetings agreed at the outset. These meetings will consider progress, behaviour, engagement, wellbeing, and readiness for reintegration, ensuring the provision remains appropriate, proportionate and effective.

Off-site direction placements may conclude in one of the following ways:

- successful reintegration into the main school, either at the end of the agreed period or earlier where appropriate;
- transition to an alternative school setting through an agreed process;
- early termination of the placement following an emergency review where the provision is no longer meeting the pupil's needs, with the pupil returning to the main school.

Where an off-site direction placement is unsuccessful and behaviour does not improve, the pupil may be at serious risk of permanent exclusion.

In some cases, following an off-site direction placement, it may be agreed that a permanent move to another school is in the pupil's best interests. This is known as a managed move. Managed moves are voluntary and will only take place with the agreement of parents/carers, the pupil's current school, and the receiving school. Managed moves will not be used as a substitute for exclusion, nor will parents/carers be pressured into agreeing to such a move. Any concerns regarding the process may be raised with the governing board. A managed move will only be considered where it is clearly in the pupil's best interests and all parties agree that it provides the most appropriate long-term outcome. Managed moves are permanent arrangements and schools will not operate trial periods or trial admissions as part of this process. Where a pupil has an Education, Health and Care (EHC) Plan, the school will consult with the local authority prior to any proposed managed move. If the local authority, both schools and parents/carers agree that a managed move should proceed, the local authority will follow the statutory process for amending the EHC Plan. All decisions relating to off-site direction and managed moves are informed by regular review of the pupil's behaviour, engagement, progress and wellbeing. The school works closely with alternative providers, parents/carers, pupils and external agencies to ensure continuity of education and well-planned, supported transitions at all stages.

4.12 Alternative Providers

The school works with a range of approved local alternative providers and will identify the setting that best meets the pupil's individual needs and has appropriate availability. Parents and carers will be fully informed and involved in discussions throughout the process. All behaviour-related decisions are made on a **case-by-case basis**, ensuring they are lawful, fair, proportionate, relationship-focused, and always in the best interests of the pupil.

4.13 Permanent Exclusion

The decision to issue a **permanent exclusion** is only taken after a thorough review of all available evidence and in line with the **Spire Trust's Suspensions and Exclusions Policy**. It is a serious and final measure, used only when all other reasonable strategies have been exhausted, or when there has been a significant and serious breach of the school's behaviour policy. A permanent exclusion may follow repeated patterns of behaviour where interventions such as internal and external suspensions, or off-site direction, have not resulted in sustained improvement. It may also be used in response to a single serious incident that poses a serious risk to the safety or wellbeing of others, or which significantly undermines the school's values and expectations.

Before making the decision to permanently exclude a pupil, the **Headteacher** will carry out a thorough, fair, and impartial review of the circumstances. This will include consideration of the pupil's behaviour record, the support and interventions previously put in place, any mitigating factors, and the impact on the wider school community. All decisions will be made in accordance with **DfE statutory guidance and the school's Suspensions and Exclusions Policy**, ensuring the decision is lawful, reasonable, and proportionate. Parents and carers will be informed without delay, and the school will work with them to ensure they understand the reasons for the exclusion and the next steps in the process.

Where a permanent exclusion is issued, the **Chair of the Governing Body's Disciplinary Committee** will be informed and provided with the relevant documentation, in line with statutory requirements. The decision to permanently exclude a pupil is extremely serious and can only be taken by the **Headteacher**.

In some cases, the Headteacher may issue a **five-day fixed-term suspension** while a full investigation is carried out. Following the investigation, and where further information comes to light, the Headteacher may determine that the incident meets the threshold for permanent exclusion, in line with the school's Suspensions and Exclusions Policy.

There may be **exceptional circumstances** where a pupil is permanently excluded for a single, one-off incident. These include, but are not limited to:

- Serious actual or threatened violence against a pupil or member of staff
- Vandalism or serious damage to property
- Verbal or written hate-related abuse linked to race, gender, sexuality, or other protected characteristics
- Sexual assault or abuse
- Supplying an illegal drug
- Carrying an offensive weapon

Where a pupil is involved in behaviour that may constitute a **criminal offence**, the Headteacher will consider whether it is appropriate to notify the police. In certain circumstances, the police will be contacted, including but not limited to cases involving arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism, or physical assault. Any such actions will be taken in line with statutory guidance and the school's **Suspensions and Exclusions Policy**, with due regard to safeguarding and the welfare of all pupils and staff.

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 approach enables the school to maximise the time pupils spend engaged in teaching and learning, reduce the need for suspensions, and maintain a calm, low-key response at the earliest and least intrusive level of support. The framework provides a graduated and relational approach, supporting pupils who may be experiencing a heightened emotional state while prioritising dignity, inclusion, and the building of positive relationships between pupils and staff. We recognise that behaviour is a form of communication and work proactively to understand the underlying reasons for any disruptive behaviour. Interventions are applied thoughtfully and proportionately, with the aim of strengthening trust, emotional regulation, and long-term positive behaviour. In addition to the **Ready Room**, pupils may also be referred to the **Nurture Room**, which is led by a member of the pastoral team with a focus on mental health and wellbeing. The **Nurture Room** provides a **safe**, calm, and supportive environment where pupils can develop emotional resilience, reduce feelings of insecurity and anxiety, and rebuild positive relationships with trusted adults. These feelings, if unaddressed, can contribute to challenging behaviour. Through consistent support during difficult moments, pupils are helped to develop stronger internal controls and self-regulation skills. Over time, this enables pupils to manage their emotions more effectively, make positive choices, and re-engage successfully with learning and school life.

Where a pupil requires additional support beyond that which can be provided by the school's mental-health-trained pastoral team, the school will, where appropriate, work in partnership with external agencies to best meet individual needs. These agencies may include, but are not limited to, YMCA youth workers, Touchstones, and social prescribers. All external support is used to complement school-based provision and to further strengthen positive relationships, wellbeing, and inclusion.

5.02 Responding and Calming

There are three key elements that must be clearly understood by pupils, staff, and parents/carers.

Firstly, pupils must recognise that how they behave is a choice, and that all choices have consequences. Secondly, we all acknowledge that every lesson, day, and week represents a fresh start, allowing pupils the opportunity to learn from mistakes and make positive choices moving forward. Thirdly, there must be a consistent, school-wide approach to

behaviour and attitudes towards learning, ensuring fairness, clarity, and high expectations for all.

At Catshill Middle School, we encourage everyone to always aim to be the best they can be.

5.03 Reintegration and Re-entry

- A key principle of the Recovery Support model is to allow pupils to ‘recover’ their behaviour—to calm down, reflect on their actions, and prepare to re-engage with teaching and learning as quickly as possible. This approach supports pupils’ self-efficacy, confidence, and self-regulation, enabling them to make positive choices and re-enter the classroom successfully. At any stage within the model, classroom re-entry should be considered carefully and thoroughly planned, ensuring the pupil and their peers are supported.
- Reintegration: Key Points to Consider
- Seating plans: Consider positioning to support focus, calm, and successful participation.
- Welcoming the pupil: Greet them warmly to reinforce positive relationships and signal a fresh start.
- Allowing adjustment time: Give both the pupil and classmates time to settle and feel comfortable.
- Calm and sincere communication: Speak in a supportive, non-confrontational manner.
- Focus on future behaviour: State clearly what the pupil needs to do, rather than highlighting past misbehaviour or insisting on a public apology.
- Praise positive behaviour: Acknowledge achievements in a constructive and non-counterproductive way.
- Pastoral support: Involve the Pupil Pastoral Team as needed to support reintegration and ensure ongoing guidance.
- Re-establish rapport: Continue to build and strengthen positive relationships between staff and pupils.
- Re-introduce curriculum: Ensure pupils can access missed learning steps and reintegrate academically without feeling penalised.

This approach ensures that pupils are supported holistically—both emotionally and academically—while reinforcing positive relationships, consistency, and fairness across the school.

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 use of restorative approaches to build community, repair harm, and maintain a positive learning environment. By using restorative language, restorative meetings, restorative conversations, and peer mediation, the school aims to increase the likelihood of positive outcomes for pupils following conflict. This approach is implemented to reduce suspensions, removals from class, bullying, after-school interventions, and disruptive behaviour. It promotes and develops emotional literacy, honesty, responsibility, accountability, and conflict resolution skills. To ensure the success of this policy, the school works to maintain an effective partnership between home and school, as outlined in the school’s Early Help Statement. Where a child

receives an intervention—for example, a 10-minute C1—a short restorative reflection takes place under the supervision of the member of staff running the lunchtime intervention. This is followed by a restorative conversation between the pupil and the adult who issued the intervention. The purpose of this conversation is to help the pupil understand the actions that led to the intervention, reflect on the impact of their choices, and work together with staff to avoid similar incidents in the future.

The intention of both the reflection time and restorative conversation is to ensure the pupil acknowledges the choices they made, understands their consequences, and identifies strategies for making positive choices in the future. Pupils are encouraged to engage in this process in line with the school's 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 pupils with protected characteristics from being disadvantaged. Our approach to challenging behaviour may therefore be adapted to meet the individual needs of a pupil, ensuring that support is fair, proportionate, and inclusive. At Catshill Middle School, we use a graduated response to support pupils who require additional help. A range of strategies may be used to address and support challenging behaviour, tailored to the pupil's specific needs. These strategies include, but are not limited to:

- Implementation of a Pastoral Support Plan (PSP): The pupil's behaviour is monitored over a set period of time, with regular reviews to track progress. Parental involvement is required. In most cases, the PSP is initially implemented by the pupil's form tutor. If no improvement is observed, the next stage of the graduated response is triggered with support from additional stakeholders.
- Multi-agency assessment: Collaboration with relevant professionals to gain a holistic understanding of the pupil's needs.
- Classroom environment assessment: Evaluating the learning environment to identify factors that may contribute to challenging behaviour.
- Additional support or time-limited interventions: Targeted strategies to address specific behaviours or difficulties.
- SENDCO evaluation: The SEND Coordinator will assess any pupil exhibiting challenging behaviour to determine whether there are underlying unmet needs.
- Advice from educational psychologists or medical practitioners: Specialist input to inform appropriate support strategies.
- Acute needs liaison with external agencies: In cases where pupils have significant or urgent needs, the school works closely with relevant external professionals.

The school is committed to working positively with external agencies, seeking appropriate support to ensure the needs of all pupils are met. By utilising the full range of available resources, we aim to provide a fair, supportive, and inclusive approach to behaviour management that enables all pupils to succeed.

6 Use of Reasonable Force

In some circumstances, it may be necessary for staff to use reasonable force. The use of force is considered reasonable when it is proportionate to the consequences it is intended to prevent. Schools do not require parental consent to use reasonable force on a pupil. All members of staff have a legal power to use reasonable force in the circumstances identified in the DfE guidance “Restrictive interventions, including use of reasonable force, in schools” (2026). At Catshill Middle School, we recognise that restrictive practice should only be used when absolutely necessary. A number of staff have received Team Teach training, which includes a focus on de-escalation techniques. Training is provided to key adults in school and is regularly updated in line with current protocols to ensure **safe** and effective practice.

- Where necessary, school staff may 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 others through physical outbursts.

Full details of the school's approach to physical intervention can be found in the Positive Handling Policy. Where reasonable force is used, parents/carers are notified, and the incident is fully recorded to ensure transparency and accountability.

7 Prohibited Items

- At Catshill Middle School, certain items are identified as prohibited because they pose an unacceptable risk to the safety of others or undermine the educational environment. Any pupil found in possession of a prohibited item will be subject to action under the Behaviour for Learning Policy. In some instances, the police may be contacted, depending on the nature of the item and circumstances.
- Prohibited items include, but are not limited to:
- Fire lighting equipment: matches, lighters, etc.
- Drugs and smoking/nicotine equipment: cigarettes, tobacco, cigarette papers, electronic cigarettes (e-cigs/vapes), alcohol, solvents, illegal drugs, and any other drugs except those covered by the prescribed medicines procedure.
- Weapons and dangerous implements or substances: knives, razors, catapults, guns (including replicas and BB guns), laser pens, knuckle dusters, studded armbands, whips or similar items, pepper sprays, gas canisters, fireworks, and dangerous chemicals.
- Other items: liquid correction fluid, chewing gum, caffeinated energy drinks, offensive materials (including pornographic, homophobic, racist content), aerosols including deodorant and hair spray, and any other items deemed hazardous or inappropriate for school.
- The possession of prohibited items is treated seriously, and sanctions are applied in line with the school's Behaviour for Learning Policy, safeguarding requirements, and, where necessary, external agency involvement.

8 Search and Confiscate

The Headteacher, or a member of staff authorised by the Headteacher, may use common law powers to search pupils, with their consent, for any item. This may include searching pockets, backpacks, lockers, and classroom trays. Wherever possible, searches should be carried out by two members of staff, at least one of whom is the same gender as the pupil.

Staff should ensure the pupil understands the reason for the search and how it will be conducted so that consent is informed.

Under Part 2, Section 2 of the Education Act 2011, teachers authorised by the Headteacher may also search pupils without consent for any prohibited item, including but not limited to:

- Knives and other weapons
- Pornographic images
- Tobacco and cigarette papers
- Illegal drugs and vapes
- Alcohol
- Stolen items
- Any article that staff reasonably suspect has been, or could be, used to commit an offence, cause personal injury, or damage property

Searches without consent may only be carried out where staff have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Further statutory guidance can be found in the DfE publication: "Searching, Screening and Confiscation: Advice for Schools".

9 Mobile Phones

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

Pupils may bring only one mobile phone to school, in line with the agreement to the policy. Mobile phones must be switched off before entering the school grounds at the start of the day and cannot be turned back on until the pupil has left the school grounds at the end of the day. Phones should be handed into the collection point before lessons begin. Pupils are not permitted to use their mobile phone to contact home during the school day. Any attempt to do so will result in a C sanction being applied. Pupils are taught about the risks associated with mobile phone use, both in school and more broadly, to ensure they understand why the school prohibits phone use during the school day. Risks include loss of focus in lessons, classroom disruption, and an increase in bullying. Pupils are also encouraged to recognise the benefits of a mobile phone-free environment, and to see it as desirable and valuable.

If the mobile phone policy is breached, the phone may be confiscated and held securely in the school office until the end of the day. Either the pupil or parent(s)/carer(s) may collect the phone at that time. Depending on the circumstances, a C sanction may be issued. If a pupil is caught taking photographs or videos on their mobile phone in school, they will be asked to delete them immediately, and the phone will be confiscated, as this constitutes a breach of safeguarding policy. A C4 sanction at minimum will be issued, and parents will be informed. If a pupil uploads material taken in school to any form of social media, this will result in either an internal or external suspension, and the pupil will not be permitted to bring a mobile phone to school for the remainder of that term. In addition, the matter may be referred to the police if the content further breaches safeguarding measures.

10 Anti-Bullying

10.01 What is bullying?

At Catshill Middle School, we define bullying for our pupils as:

“The repetitive, intentional hurting (physically, emotionally, or verbally) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can occur face-to-face, online, or through any form of digital communication and may include harassment, intimidation, or exclusion.”

(Anti-Bullying Alliance)

This definition ensures that pupils understand that bullying includes online harassment, cyberbullying, and all behaviours that intentionally cause harm or distress, as well as traditional face-to-face bullying. It also includes **child-on-child abuse**, including **child-on-child sexual violence and sexual harassment**, whether these behaviours occur in person or online.

10.02 S.T.O.P

If a pupil experiences behaviour that makes them feel uncomfortable or unsafe, they are encouraged to use the word “**STOP**”. This communicates assertively that the behaviour is unwelcome and should not continue. Aggression or retaliation is never acceptable and will result in sanctions for all pupils involved.

Bullying is defined as behaviour that happens **Several Times On Purpose**. Pupils are encouraged to **Speak out and Tell One Person** if they experience or witness bullying.

Bullying is a direct contradiction of the school’s core expectations: **Be Safe, Be Kind, Be Respectful, and Be Ready**.

For further guidance, support, and strategies for addressing bullying, please refer to our Anti-Bullying Strategy.

11 Behaviour Outside of School Premises

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

- During any **school-organised or school-related activity**
- When **travelling to or from school**
- While **wearing school uniform**
- When pupils are otherwise **identifiable as a member of the school**
- That could have **repercussions for the orderly running of the school**
- That poses a **threat to another pupil**
- That could **adversely affect the reputation of the school**

Behaviour that is **non-criminal** in nature and is reported to the school or witnessed by staff will be investigated, and **sanctions may be applied**. Behaviour that constitutes a **criminal**

offence will be reported to the **police**. Sanctions that may be applied include, but are not limited to: **C sanctions, internal or external suspension, or permanent exclusion**.

It is important to note that once pupils leave the school premises, their **parent(s)/carer(s)** **become responsible** for their behaviour. The decision regarding which **out-of-school incidents** will be investigated and which sanctions are appropriate rests with the **Headteacher**.

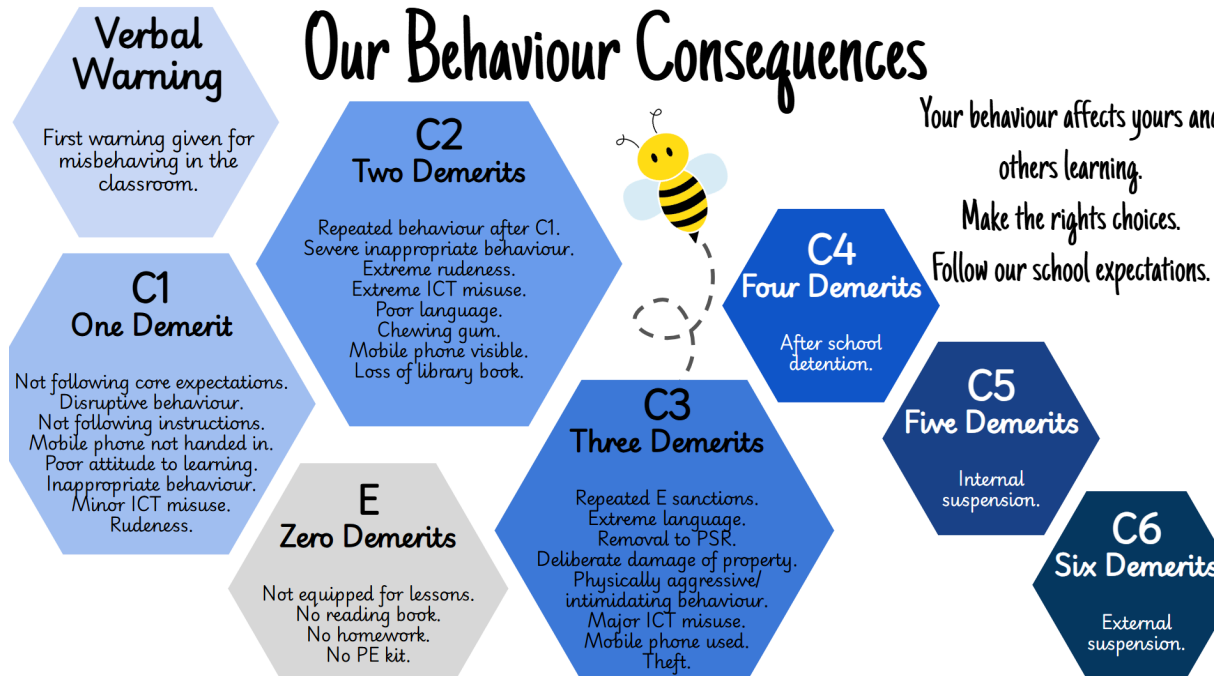
Appendix 1: Catshill Middle Core Expectations



Appendix 2: Catshill Federation Values



Appendix 3: Catshill Middle Behaviour Consequences



Appendix 4: Catshill Middle Rewards

Our Rewards

Hard work and effort is rewarded at Catshill Middle School.

House Points

Pupils can earn house points by showing kindness, helping others, completing work and trying their best. Demonstrating our core expectations and representing the school and themselves positively.

Achievements

Achievements are awarded for representing the school or class, showing a positive learning attitude, demonstrating consistent effort, contributing to the community, and exemplifying teamwork, responsibility, and school values. How many can you collect?



Accolades

Pupils receive accolades for showing outstanding effort, producing high quality work, making great progress, demonstrating creativity, or going above and beyond expectations in a specific subject area. These are worth 10 house points.



Reward Events

Reward events include trips out of school, fun in school activities, and exclusive invite only experiences, given to pupils who demonstrate excellent effort, behaviour, achievement, or contribution to the school community.

Appendix 5: Catshill Middle Presentation Checklist

Our Presentation Checklist

Write (or stick in) the WALT and WILF/S2S. The WALT/title must be underlined.

Write the date as Wednesday 10th September 2025 Starting on the left hand side. The date must be underlined.

In maths always write the short date on the left hand side. The date must be underlined.

Always glue papers neatly into your book.

We are proud of our work.

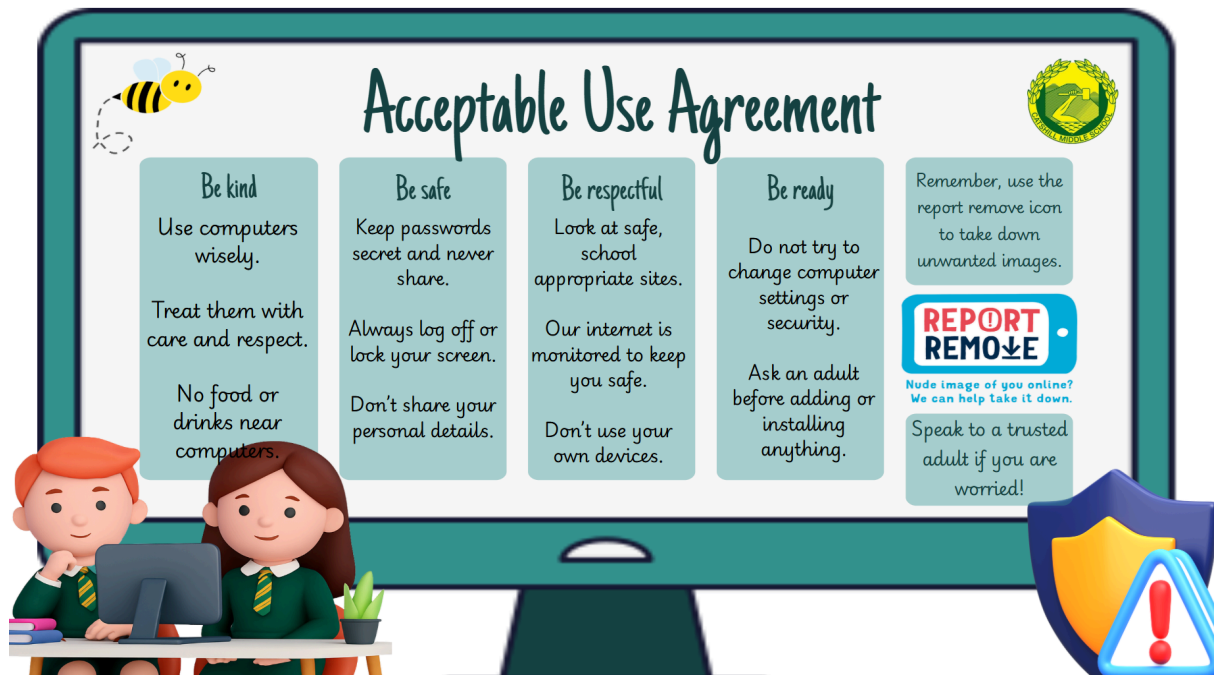
Always use your best handwriting including the correct use of capital letters.

Write in pencil or blue handwriting pen.

Always draw in pencil. Draw straight lines using a ruler.

If you make a mistake, cross it out neatly with a single line.

Appendix 6: Catshill Middle Acceptable Use Agreement



Appendix 7: Example Pastoral Support Plan (PSP)

Pastoral Support Plan

Pupil: X		Class:	
Meeting cycle 1. <i>Initial meeting</i> 2. First Review 3. Second Review	Date:	Staff recording:	Present:
What's going well		What are we worried about? <i>Including child's voice</i>	What needs to happen? <i>SMART Targets</i>
<ul style="list-style-type: none"> - Family time - Good relationships with brother and sister - Spanish - D.T. 		<ul style="list-style-type: none"> - Being disrespectful - Friendships - Risk of PX/alternative provision 	<ol style="list-style-type: none"> 1. To arrive at lessons on time and stay in class - 100% 2. To follow all adult instructions - 100% 3. To be respectful towards all staff and pupils - 100%
School contribution <i>What school will do to help</i>		Parent/guardian contribution <i>What my family will do to help</i>	Pupil contribution <i>What I will do to help</i>
<ul style="list-style-type: none"> - Support with YMCA mentoring - Time-out card to avoid dysregulation (safe spaces only) - Regular mentoring with TRA - Access to emotionally available adult (TRA) - Talkabout KS3 - 2-weekly incentive (cooking/tea and biscuits) - Buddy? 		<ul style="list-style-type: none"> - Continue communication within the home - Restrict access to mobile devices 	<ul style="list-style-type: none"> - X agreed to meet her targets
What does success look like?			
<ul style="list-style-type: none"> - Targets met - X feels happier - mum is less worried - Phone back to X at home. School will update mum on a daily basis about ticks received - Cooking session with friends 			

Appendix 8: Example of Off-site Direction School to School form

NAME:	DOB:	NC YEAR:	UPN:
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HOME SCHOOL: (Name, Contact, Email, Phone)		RECEIVING SCHOOL: (Name, Contact, Email, Phone)
PARENT/CARER DETAILS: (Name, Address, Email and Phone)		
CLA Y/N	EHCP Y/N	CONTACT DETAILS OF ANY OTHER PROFESSIONAL INVOLVED WITH THE STUDENT:
CP Y/N	SEND Y/N	
CIN Y/N		
START DATE:		
REVIEW DATE:		
END DATE:		
MEDICAL NEEDS: N/A		
SEND PROVISIONS:		
SAFEGUARDING/CHILD PROTECTION/RISK ASSESSMENTS:		
TRANSPORT ARRANGEMENTS:		
CURRICULUM DETAILS:		

SUPPORTING DOCUMENTS – Please ensure that all relevant documents such as IBP/PEP and Risk Assessments are attached

Looked After Child Personal Education Plan	N/A
School intervention and support overview Attach overview evidence such as Pastoral Support Plans	
Record of referrals to agencies	N/A
Relevant risk assessments	N/A
SEND Provision of Support	N/A
EHC Plan	N/A
Assessment Information	NA.

Statement of pupil's strength and areas for development:

Any other information:

Appendix 9: Example of Behaviour Report

Positive Behaviour Report Card

Pupil Name: Fred Smith

Date - WB: 17/11/2025

Form Tutor: 8XX

Scoring Key 3 – Good: Met the expectation. 2 – Getting There: Some improvement needed. 1 – Concern: Did not meet the expectation

	Monday 17/11/25					Tuesday 18 / 11 / 25					Wednesday 19 / 11/ 25					Thursday 20 / 11/ 25					Friday 21 / 11/ 25									
	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5
Target 1																														
Target 2																														
Target 3																														
Target 4																														
Signed																														
Signed																														