



worcestershire
county council

Catshill Middle School

Behaviour Management Policy

Reviewed: September 2020

Next Review: September 2022

Signature  **Chair of Committee**

Date01.09.2020.....

Worcestershire County Council (WCC) Commissioned Services

Human Resources – Liberata
Learning and Achievement – Babcock Prime

Admissions – Babcock Prime
Finance – WCC/Liberata

Includes: Policy – Inc. Rewards and Sanctions / Behaviour Procedures / Points System / Behaviour Support referrals

Appendix One – Sanctions Pyramid

Appendix Two – extract from parent information (sent each year)

Appendix Three – Inappropriate behaviour: responses and consequences

Appendix Four – Behaviour Communication

Other relevant documentation: Anti Bullying Policy; Equal Opportunity Policy; SEN Policy; Positive Handling Policy; Home School Agreement.

1. Rationale. Our policy is based on the belief that:

- Successful learning takes place in an environment where staff and pupils feel valued, safe and happy.
- Positive behaviours can be taught and reinforced.
- A partnership between parent, pupil and school is the strongest way in which to manage behaviour.

The school's code of conduct is based on: Respect for self, respect for other people and respect for the school.

2. Aims:

- To establish and maintain a safe, positive teaching environment which allows the teacher to lead learning and the children to learn.
- To reduce poor behaviour in the classroom, corridors, playground and to and from school.
- To reward pupils who behave well and work hard.
- To apply sanctions fairly and appropriately.
- To provide consistency amongst all staff.
- To provide support in dealing with disruptive behaviours.

3. Expectations of Staff:

All teachers and non-teaching staff have a responsibility to ensure pupils behave in a safe and appropriate manner in and around our school. Subject Teachers, Class teachers, Teaching Assistants, Pastoral Leaders, Senior Leadership Team and the Pupil Support team, work together to ensure pupils' good behaviour is rewarded and poor behaviour sanctioned.

Poor behaviour in a lesson should ultimately be resolved by the teacher of that lesson, even if additional support (e.g. class teacher, Pastoral Leader, Pupil Support team) is required. Class teachers oversee behaviour in their class by ensuring praise demerits records are up to date, support demerit detentions, spot trends and discuss concerns with pupil and Key Stage Pastoral Leader. Pastoral Leaders oversee behaviour in their Key stage, with support from the Pupil Support team and SLT. The Head of School is responsible for the consistent and fair application of the Behaviour Management policy and for monitoring its implementation and effectiveness.

Outside the classroom staff are expected to use their authority to resolve any misbehaviour. If staff ignore poor behaviour they condone it! They may need to refer situations to the Class teacher or Key Stage Pastoral Leader but the original member of staff should continue to be involved.

Staff are expected to:

- Actively develop positive relationships with pupils. E.g. Meet and greet routines, run clubs, get involved!
- Ensure lessons are stimulating, challenging and accessible for all pupils to minimise behaviour issues.
- Know and apply the school behaviour policy fairly and consistently.
- Use relevant school systems to communicate issues and outcomes.
- Strengthen teacher/pupil relationship by dealing with minor misdemeanours themselves.
- Set high standards of speech, manner and dress.
- Implement the school policy on uniform.
- Insist on litter free indoor and outdoor areas.

Help pupils to feel comfortable and learn by:

- Making them feel safe and secure in their classrooms.
- Showing them respect.
- Giving attention in positive ways.
- Being friendly – children like teachers who like them.
- Developing positive routines.
- Celebrating success.

Behaviour Management Strategies

- Remember: the only behaviour you can control is your own! Respond not react; breathe deeply; keep eye contact; speak firmly but quietly; use phrases and routines prepared beforehand; use effective body language; avoid emotive and argumentative language.
- Praise publically; reprimand privately.
- Value the person – find something good to say – **Catch them being good!**
- Separate the behaviour from the person e.g.: “Your behaviour is silly,” not “You are silly.”
- Support each other.

4. Expectations of Pupils

- Show respect: listen and respond.
- Be in the right place with the correct equipment.
- Work hard and collect your points and accolades.
- Allow others to learn.
- Speak kindly to all.

Enter school in a calm, orderly manner

- Line up in classes on the playground.
- Walk quietly on the left hand side of the corridor.
- Wear uniform correctly.

At break time eat tuck in the hall or on the playground

- Put all litter in the bins provided.
- Go outside unless it is raining, when pupils will use designated wet break classroom.
- Treat other pupils with respect.

At lunchtime

- Line up sensibly.
- Speak politely at all times to lunchtime supervisors.
- Eat quietly and sensibly.
- Stay in one seat to eat lunch.
- Leave the dining hall as soon as they have finished.
- Leave the table tidy, putting litter in the bin and chairs under the table.

At the end of the school day

- Leave the premises in an orderly way.
- Respect other pupils and members of the public on the way home.
- Remember that they are representing the school.

5. **Rewards: At all times staff at Catshill Middle School try to be positive about pupils, their behaviour and their achievements**, recognising that praise and rewards motivate and incentivise children to achieve and add to their sense of wellbeing.

Achievement is reinforced and recognised at Catshill Middle School through:

- Weekly epraise points – no demerits and 100% attendance.
- Positive comments written on work (See Marking Guidance).
- Weekly point prize draw – fortnightly draw live in assembly for KS2 and KS3.
- Student of the Week nominated by each class teacher for a range of positive behaviours such as – improvements noted, exemplary work, kindness, or achievement outside of school. This is worth +5 epraise points. (A text message will be sent home).
- Tangible rewards for epraise milestones, for example: free toast, pencils, pens, “Personal Non Uniform Days.”
- Verbal praise for positive contribution to lessons and / or good work.
- Epraise points for positive contribution to lessons and / or good work.
- Awarding of subject achievement stickers or certificates.
- Praise phone call home. (This is logged on epraise and is worth +3 epraise points)
- Head Teacher’s Award (This is worth +3 epraise points – wrist band, sticker, display / assembly, Newsletter (Text home).
- House Points certificates – Bronze, Silver, Gold, Gold with Honours Gold with Double Honours and Platinum awarded in Achievement Assembly and recorded on epraise.
- Putting good work on display.
- Showing good work and mentioning achievements (both school related and those achieved outside school) and presenting certificates in Achievement Assembly.
- Mention of specific achievements in newsletters and Governors Reports.
- Awarding of attendance certificates / class trophy and reward.
- Collective rewards such as extended break, year or class party / activity (for example a video at end of term, bowling, swimming).
- Pupils given positions of responsibility, for example: prefects, librarians, monitors, house captains and school councillors.

6. **Sanctions: to be used according to the Sanction Pyramid.** (See Appendix 1)

Pupils should always be clear what it is about their behaviour that is inappropriate. Staff should avoid using sanctions on whole classes or large groups because of the behaviour of a minority or an individual.

The school recognises that every incident and situation is unique and this will be reflected in the way that the school deals with individual incidents and situations. What is appropriate for one pupil, incident or situation will not necessarily be appropriate for other pupils, incidents or situations even where there are similarities. Therefore the consistency comes from the certainty that a sanction will be applied, but flexibility is maintained because they are not prescribed.

Sanctions include:

- Visual signs – looks / hand signals
- The pupil is spoken to
- Move places
- Verbal warning of a demerit (epraise)
- Comment in notebook or
- Demerits given and logged on epraise

- Social time detention (by class / subject teacher or pupil support room)

Other incidents such as high level disruption, ongoing low level disruption and bullying will be investigated and logged

- Removal from classroom to Pupil Support Room or another location
- Lunchtime detention for poor behaviour on playground
- After school detention – use letter to give 24 hours' notice after age and transport arrangements have been considered. Pupil reminder system in place.

Level 3 and beyond

- Daily report.
- Working in pupil support part / whole school day.
- Formal letter and/or request to parents for attendance at a meeting.
- Removal or restriction of privileges.
- Exclusion from school at lunchtime.
- Escorted to and from school by parent.
- Exclusion from activities, trips etc.
- Fixed term exclusion.
- Permanent exclusion.

Demerits (See Appendix 2 for Pupil version)

In order to address low level disruption during lessons Demerits may be given. The system is based on epraise. Parents and teachers are informed of poor behaviour daily. It is cumulative, with demerits from different lessons being added together and acts as an early indicator of potential issues. It is intended to record poor behaviour and alert parents and school staff. Thresholds for different school actions are set by pastoral leaders for KS2 and KS3.

1. Pupils are often given a warning.
 2. If behaviours continue to be unacceptable multiple demerits may be awarded.
 3. If a pupil is removed from a lesson 5 demerits are to be given. The pupil will work in another location e.g. Pupil Support and will lose one day of social time.
- Fifteen demerits in one term lead to an after school detention and letter home: Admin team to send letter checked by Head of School.
 - The third behaviour point detention in a term, leads to a one hour SLT after school detention, and a meeting with parents. The pupil is likely to be on report by this point.
 - Removal from lessons on three occasions during one week will lead to the pupil working in pupil support for part of day or a short fixed term exclusion.
 - Make up/nail varnish. The pupil will remove make up/nail varnish and receive social time detention and a demerit/s.
 - Mobile phones not handed in or chewing gum/other banned items = demerits
 - Demerits are nulled at the beginning of each new term

After School Detentions

- Pupils' names are added to the detention list on epraise by the Admin team.
- Detentions take place on a Thursday evening and last for half an hour. (One hour for SLT Detention that is given after repeat detentions completed).
- Rotas of two members of staff each week conduct the detentions. Key stage detentions will be needed if numbers are large.

- Letters usually go out to parents from the school office on the Thursday before the detention by first class post.
- Non-attendance (without school agreement) at detentions leads to a repeated detention and/or loss of social time.
- Immediate after school detentions are communicated to parents via phone so agreement can be gained.

Pupil Support Room – Inclusion Team

If a pupil continues to disregard the code of conduct in the classroom, it may be necessary for him or her to move to the Pupil Support Room. This will stop the learning of others being affected.

1. The aim is for the pupil to recover their behaviour and return to lessons as soon as possible, however it may not be appropriate for some pupils to return to the lesson they have left.
2. **On arrival at the room** all pupils should complete a Reflection sheet or other equivalent work. Each item should be written in complete sentences in the pupil's best handwriting. Issue a second activity if the first one is unsatisfactory. Reflection sheets should be placed in pastoral folder.
3. The pupil will then work on one of the worksheets available in the room or continue with the work from the lesson.
4. Referrals are logged and monitored: parents will be contacted formally if a pupil is referred to pupil support.
5. A slip will be stapled to the pupil's notebook to inform parents of the referral. The signing of this should be followed up by the Pupil Support team.
6. *Note – the room is also used at lunch and break times for those pupils who behave inappropriately on the playground and in the corridors.*
7. *The names of pupils for lunchtime detentions should be given to the Pupil Support team by Pastoral Leaders and Senior Leadership Team. Names will be added to a google doc with the date/reason.*

7. Behaviour Management Procedures – (Also see Appendix 1 to 4)

Level 1 Implementation: All teaching (and non-teaching) staff as incidents arise.

Low level disruption, calling out, fidgeting, inappropriate, thoughtless behaviour in playground /corridor

- Classroom teacher speaks to pupil
- Duty staff speak to pupil
- Support staff speak to pupil
- Warning (when possible)
- Comment in notebook
- Demerit given and recorded on epraise

Level 2 Implementation: Class Teacher now aware and actively supports

Disruption / inappropriate behaviour persists, rudeness, lack of co-operation, prevents others from learning, bullying.

- Two demerits awarded
- Comment in notebook
- Break / lunchtime detention from the adult in charge (Pupil log on google drive in Pupil Support for all pupils who are required to be in the room)
- Demerits added to epraise

- Fill in incident/investigation log for bullying

Level 3 Implementation: KS Pastoral Leader/Class Teacher; supported by Pupil Support team. (SLT aware)

Deliberate and malicious behaviour, shows no regard for others, persistent disruption to lesson, defiant or dangerous actions, cigarettes and low level contraband.

- Removal from lesson for short time to a new location.
- Three demerits logged on epraise
- Lunchtime detention if problem is on playground (Pupil Support)
- Contact parents and ensure epraise is being accessed.
- After school detention if fifteen demerits reached in one term.
- Possible use of Green Fresh Start report book, target setting. (Class Teacher / Key Stage Pastoral Leader).
- 'School Action' – IEP / IBP / BMP [optional at this level] (Key Stage Pastoral Leader / Class Teacher, Pupil Support team).

Level 4 Implementation: SLT/ Pupil Support team/ KS Manager/ actively involved, supported by the Class Teacher

Demerits mount, problems persists, incident involving physical and / or verbal abuse to any person in school including racist or homophobic comments, repeated bullying,

- Contact parents via letter, phone or text requesting they attend meeting. (Pastoral Leader).
- Loss of social time / individual pupil support (Pupil Support/ Key Stage Pastoral Leader/SLT).
- Immediate after school detention (Parents notified by phone).
- Possible use of Amber/Red Fresh Start report book (Middle Leader/SLT).
- Pupil in pupil support during school day. (Pupil Support Team).
- Pupil excluded at lunchtime – half day (Executive Head Teacher/HOS).
- Pupil excluded from activities, trips or treats. (SLT/Pastoral Leader).
- School Racial incident log to be completed (by adult) and parents of both parties informed.
- Individual Behaviour Strategies or Plan to be produced. (Pastoral Leader, SENCO, Class Teacher, Pupil Support team / SLT aware).
- 'SEND' - intervention by external agencies which could include Behaviour Support Team, Educational. Psychologist, Social Services, Short Stay School etc. sought.

Level 5 Implementation: SLT/ Pupil Support team (All others kept informed) in consultation with other staff and external agencies where appropriate.

Above problems not resolved, serious physical and / or verbal abuse to any person, alcohol / drugs / smoking.

- Possible use of Red Fresh Start report book (SLT).
- Short, fixed term exclusion. Reintegration meeting with parents.
- Pupil onto Individual Support Plan*, parents involved. (HOS/Assistant Head Teacher).
- Possible police involvement.

Level 6 Implementation: Executive Headteacher, LA (Governors may also be involved)

All methods have failed to moderate behaviour: reserved as an absolute last resort.

Exclusions: Exclusions will be used at the discretion of the Executive Headteacher for serious incidents of unacceptable behaviour, including verbal/physical aggression and repeated refusal to comply.

Permanent Exclusion: Permanent exclusion will be a last resort after a range of measures have been tried, both in the school and with external agencies to improve behaviour. The school will aim to have no permanent exclusions, but serious incidents involving violence, weapons or prohibited substances may mean a student being unable to continue to attend the school.

The school will refer students at risk of exclusion to a range of alternative provision and support both within school and external. We will aim to reduce the number of students with SEN being excluded by early identification, accurate assessment and intervention, and the arrangement of appropriate provision to meet students' needs.

Appendix Two

Demerits (Extract from parent information. A copy will be stuck in the pupil notebooks)

- If you behave inappropriately in a lesson, you will sometimes receive a WARNING.
- If this behaviour continues then ONE DEMERIT will be awarded on epraise
- Continued poor behaviour will lead to TWO DEMERITS.
- Further disruption will earn THREE DEMERITS and you may be sent to Pupil Support or will be supervised in another place to complete work.
- Demerits are monitored by parents and adults in school

Behaviour Level	Consequences
Fifteen demerits	1 after-school detention and letter home
Two after-school detentions	Telephone call or meeting with parents
Three after-school detentions	Senior Leadership Team 1 hour detention
Detentions: These will usually take place on Thursday evenings and last for half an hour to one hour.	

Appendix Three

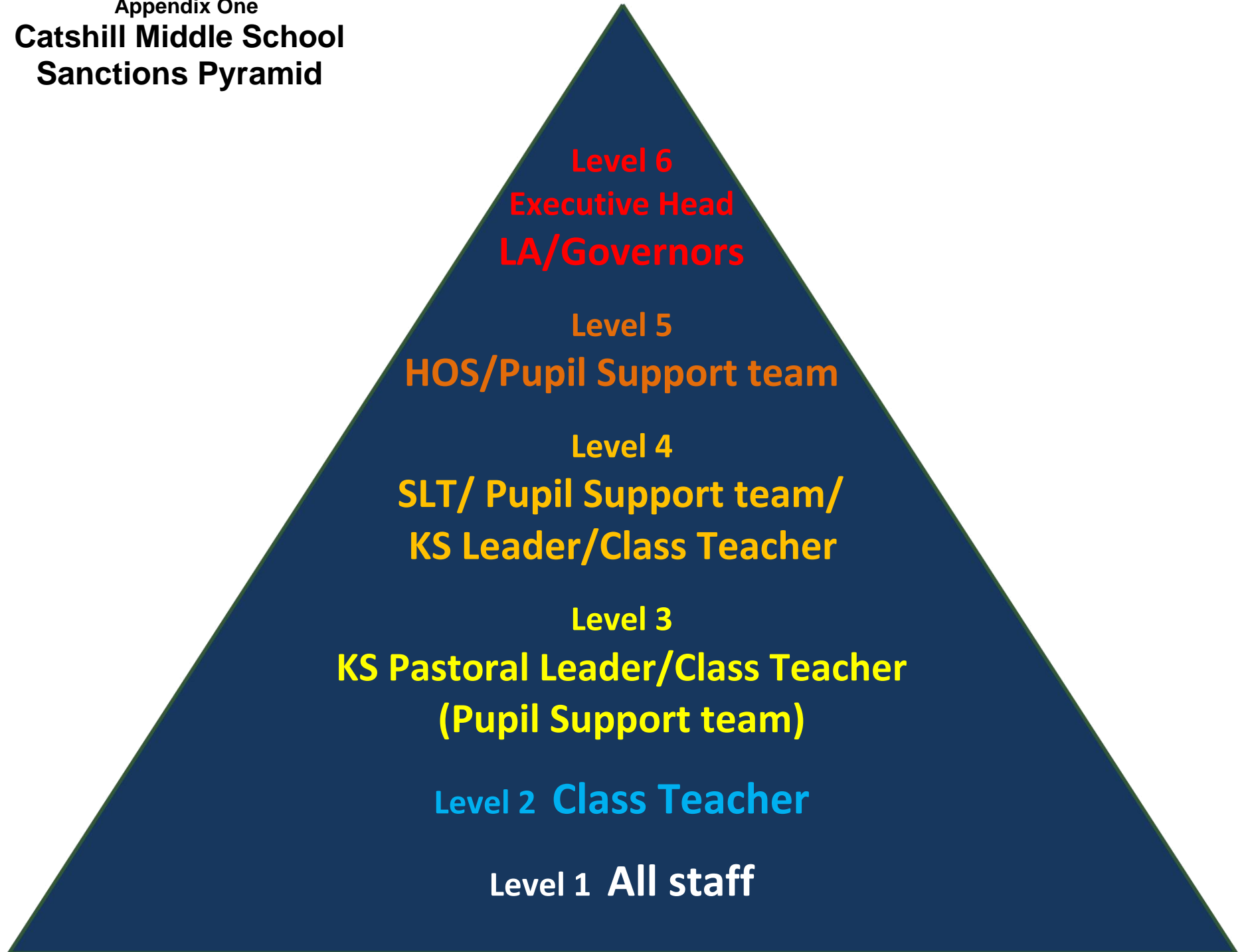
Inappropriate Behaviour: Responses and Consequences

<p>In the first instance any poor or inappropriate behaviour should be dealt with by the member of staff present at the time, i.e. Duty Teacher, Support Staff, Class / Subject Teacher or close teacher</p>		
Behaviour	Response	What will be done
Vandalism	Send to Leadership Team	<ul style="list-style-type: none"> ▪ Parents informed ▪ Request contribution from parents for a % of repair costs ▪ Possible fixed term exclusion
Theft proven / admitted	Refer to Pastoral Leader/ HOS/Pupil Support team	<ul style="list-style-type: none"> ▪ Parents informed ▪ Replace stolen article ▪ Loss of breaks, lunchtime and social time
Use of threats, intimidation and threatening behaviour	Referred to Pastoral Leader (or send to Leadership Team member if causing problem in lesson)	<ul style="list-style-type: none"> ▪ Removal from lessons ▪ Detentions or fixed term exclusion ▪ Pupil Support
Verbal assault (including racial and/or homophobic comments and targeted bad language / gestures) Racial incidents recorded using School Racial Log	Referred to Pastoral Leader / HOS / Pupil Support team Both parties to write a statement	<ul style="list-style-type: none"> ▪ Parents informed ▪ apology ▪ Detentions or fixed term exclusion ▪ Pupil Support
Physical assault	Referred to Pastoral Leader / SLT/ HOS / Pupil Support team Both parties and witnesses to write a statement	<ul style="list-style-type: none"> ▪ Parents informed ▪ apology ▪ Detentions or fixed term exclusion ▪ possible referral to Police ▪ Pupil Support
Inappropriate sexual behaviour	Send to Senior Leadership Team member / Pupil Support team	<ul style="list-style-type: none"> ▪ Individual pupil support rest of day ▪ contact parents ▪ fixed term exclusion
Leaving school premises	Inform SLT SLT to phone parents If parents cannot be contacted the Police will be contacted	<ul style="list-style-type: none"> ▪ parents must be contacted ▪ Individual pupil support on next day ▪ catch up missed work
Malicious accusations against staff	Head of School/Executive Head Teacher	<ul style="list-style-type: none"> ▪ If a safeguarding matter contact with

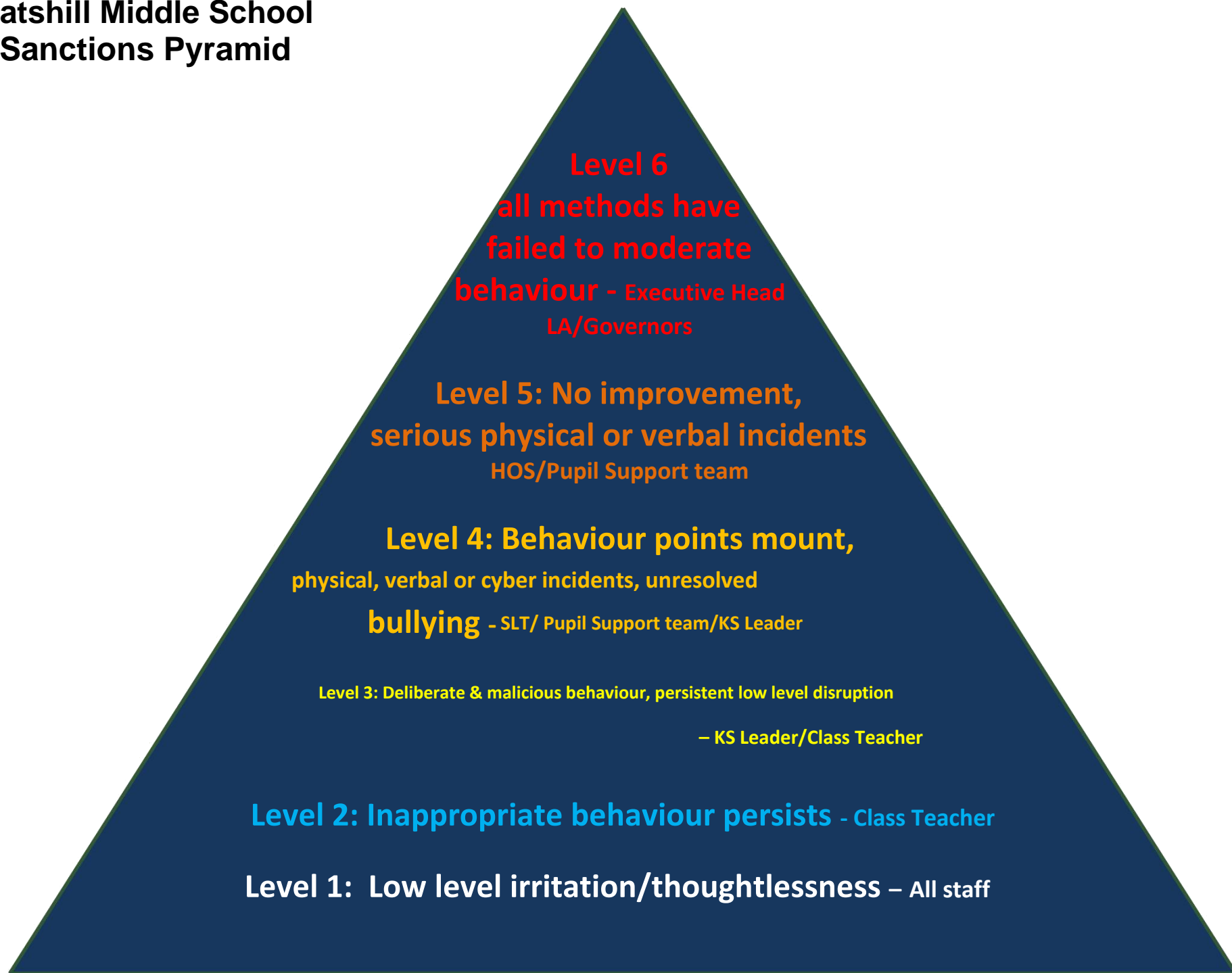
LA must happen

- EHT/HOS use policy to investigate

Appendix One
**Catshill Middle School
Sanctions Pyramid**



Catshill Middle School Sanctions Pyramid



Appendix Four
Behaviour Communication

Communication is vital to ensure the consistent and fair application of the behaviour management policy. Whilst epraise/emails/pupil stories are a crucial way to record and monitor behaviour, much emphasis is also placed on professional discussion on a day to day basis for pupils who are cause for concern.

Complete	When	By whom	Monitored by...
epraise	Record number of demerits given on epraise	Adults	Class teachers and Pastoral leaders each week
	Demerits are zeroed at the start of every new term	Admin team	
Email/epraise messages	Used for individual small and large group communication	Adults	
Pupil stories	Allegation of wrong doing	Completed by the member of staff concerned, with actions and updates added	Pupil Support team / Pastoral Leader/HOS
	Ongoing (low level) issues in a lesson or social times		
	Incident where parent may contact or we need to contact parents		
Removal from lesson slips	Pupil is sent to Pupil Support (Teacher will complete epraise details/pupil stories)		Pupil Support team/Class

Pupil Stories or Parent Log (white) if sensitive	To document all conversations with parents: especially when the subject is emotive. E.g. child accused of racist comment which he denies	Completed by the member of staff concerned, with actions and updates added	KS Pastoral Leader, SLT
School Bullying Form	For incident/investigations which are classified as bullying – refer to Anti-bullying Policy	Once confirmed by SLT log completed by SD	SLT / Pupil Support team
School Homophobic Form	For incident/investigations which are classified as Homophobic or racial	Once confirmed by SLT log completed by SD	SLT / Pupil Support team
School Racial Form	Log on epraise/pupil stories/confidential form	Once confirmed by SLT log completed by SD	SLT / Pupil Support team
Briefing	Any member of staff can mention a pupil whose behaviour is causing concern	All staff	All staff to read and refer to minutes HOS
Report Books, FRESH START: The expectations remain the same, but the consequences are more severe	GREEN: Parents contacted. Documents pupils progress against personalised targets to secure positive behaviour. To support and monitor. Fixed period – usually 4 weeks. If successful pupil moves off report. If unsuccessful, escalates to AMBER	Class/subject teacher	KS Pastoral Leader
	AMBER: As Green report, but pupil checks in more frequently – twice a day with Middle Leader. Parents involved. If successful pupil moves back to green report to continue support, at a lower level. If unsuccessful, escalates to RED	KS Leader	HOS
	RED: High alert – pupil could be at risk from fixed term exclusion/permanent exclusion. As Amber report, but pupil checks in three times a day with designated member of SLT. Parents involved regularly/daily	SLT	HOS/Executive Head Teacher
	A child can start on any colour of Fresh Start report book, according to need		

Individual Support Strategies	Written by a team of staff who know the child well. Communicated to all staff via briefing and email. Reviewed regularly	HOS/SENCO/Pupil Support team/others	HOS
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