

Catshill Middle School

Positive Behaviour for

Learning and

Relationships Policy



2026 - 2027

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

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Next Review: July 2027

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

Statutory / DfE guidance

- Behaviour in Schools – Advice for headteachers and school staff (DfE, 2024 / current guidance)
- Suspension and Permanent Exclusion from maintained schools, academies and PRUs – DfE, July 2026
- Restrictive Interventions, including the use of reasonable force, in schools – DfE, 2026
- Use of Reasonable Force in Schools – DfE
- Searching, Screening and Confiscation in Schools – DfE, current guidance
- Mobile Phones in Schools – DfE, June 2026
- Keeping Children Safe in Education 2026 – DfE

- Working Together to Improve School Attendance – DfE, July 2026
- SEND Code of Practice: 0 to 25 years
- Relationships Education, RSE and Health Education – DfE, revised 2025/26, where relevant

Evidence-informed practice

- Improving Behaviour in Schools – EEF
- Creating a Culture: Audit and Action Planning Tools – EEF/DfE
- Mental Health and Behaviour in Schools – DfE
- Reducing the Need for Restraint and Restrictive Intervention – DfE
- Relational Approach guidance – Babcock

Local / contextual guidance

- Worcestershire Graduated Response to Preventing Exclusions

Background / research

- Timpson Review of School Exclusion – 2019

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1. Introduction

1.01 Strategy

At Catshill Middle School, we are committed to ensuring that every individual feels that they belong to our community. We believe that positive behaviour and strong relationships are essential to creating an environment where all pupils feel safe, valued and able to achieve their potential. High-quality teaching and learning are supported by clear expectations, consistent boundaries, positive relationships and appropriate responses to behaviour.

This policy sets out the high expectations we have for all pupils and the consistent approach that staff will use to promote positive behaviour. At Catshill Middle School, we are a **nurturing community that challenges all to succeed**.

We expect all members of our school community to:

Be Kind – Be Safe – Be Respectful – Be Ready

These core expectations provide the foundation for positive relationships, successful learning and a safe, inclusive and respectful school environment.

Our approach to behaviour is **relational and trauma-informed** - every interaction counts. We recognise that behaviour is communication and that a pupil's behaviour may be influenced by a range of factors, including their individual circumstances, barriers to learning, relationships, experiences and emotional wellbeing. Staff will seek to understand the reasons behind behaviour and respond in a way that maintains dignity, strengthens relationships and supports pupils to develop the skills they need to make positive choices.

Being trauma-informed does **not** mean lowering expectations or removing appropriate consequences. We maintain clear boundaries and hold pupils accountable for their behaviour, while recognising that some pupils may require additional support, reasonable adjustments or targeted intervention to help them meet our expectations.

The expectations and principles within this policy apply whenever pupils are representing the school, including on school trips, residential visits, educational visits, sporting fixtures and school events, and when travelling to and from school.

We expect pupils to demonstrate these behaviours consistently and expect adults to model them in their interactions with pupils, colleagues, parents, carers and visitors.

We recognise that positive behaviour is **taught, modelled, reinforced and supported**. Our approach therefore combines high expectations and consistent boundaries with positive relationships, recognition, appropriate intervention and opportunities for reflection and repair.

Through the Catshill Federation Values and Core Expectations, we aim to develop pupils who are ready to learn, able to build positive relationships, understand the impact of their choices and increasingly take responsibility for their behaviour. These are skills that will support them throughout their education and into adult life.

The school may also take action in response to behaviour that takes place **outside of school**, including online or within the local community, where the behaviour has an impact on the safety, wellbeing, relationships or education of pupils or staff, or where it could reasonably be considered to bring the school into serious disrepute. This may include, but is not limited to, physical altercations, bullying, intimidation, harassment, discriminatory behaviour, sexual harassment or inappropriate use of social media and online platforms.

Where behaviour outside school falls within the school's remit, the school will consider the circumstances of the incident and may apply appropriate consequences in accordance with this policy.

1.02 Legislation and Statutory Requirements

This policy has been developed with reference to current legislation, statutory guidance, local authority guidance and evidence-informed practice.

The policy will be reviewed regularly to ensure that it remains consistent with current legislation, statutory guidance and evidence-informed practice.

2. Aims

The aims of our Behaviour Policy are to:

- **Promote positive relationships** so that all members of our school community can work together with the shared purpose of challenging all to succeed.
- **Maintain high expectations of behaviour**, teaching, modelling and reinforcing positive behaviours while addressing inappropriate behaviour consistently and proportionately.
- **Promote a positive culture of recognition and reward**, celebrating pupils who demonstrate our core expectations of **Be Kind, Be Safe, Be Respectful and Be Ready**, while using appropriate consequences to support pupils in making positive choices.
- **Understand and respond to the underlying causes of behaviour**, recognising that behaviour is communication, be professionally curious about the reasons and take a proactive, preventative and trauma-informed approach wherever possible.
- **Provide appropriate support and early intervention**, including reasonable adjustments and targeted support where required, so that pupils are given the opportunity to overcome barriers and meet the school's expectations.
- **Promote accountability and responsibility**, ensuring that pupils understand the impact of their behaviour on themselves and others and are supported to reflect, repair relationships and make positive changes.
- **Work in partnership with pupils, parents and carers**, maintaining open communication and shared responsibility for promoting positive behaviour and relationships in school and within the wider community. Ensuring the pupil's voice is heard.
- **Ensure equality, fairness and inclusion**, treating every pupil as an individual and ensuring that responses to behaviour take account of their circumstances, needs and any relevant special educational needs or disabilities.

- **Provide a safe, respectful and inclusive environment** for all pupils, staff and visitors by responding to behaviour that threatens the safety, wellbeing or dignity of others in line with this policy and current legislation.
- **Respond promptly and effectively to bullying, child-on-child abuse, discrimination, harassment, aggression, violence and derogatory or prejudicial language**, ensuring that such behaviour is not accepted or normalised within our school community.
- **Use a graduated approach to behaviour support**, ensuring that interventions are proportionate to need and that pupils requiring additional support are identified and provided with appropriate pastoral, SEND or multi-agency intervention where necessary.
- **Ensure staff have the knowledge, skills and confidence to manage behaviour effectively**, through appropriate training, support and regular review of current legislation, guidance and evidence-informed practice.
- **Regularly evaluate the effectiveness of our behaviour systems**, using behaviour data, pupil, parent and staff feedback and other evidence to identify areas for improvement and ensure that our approach continues to support positive outcomes for all pupils.

3. Expectations

Pupils are expected to behave in a way that promotes the **Catshill Federation Values** (Appendix 2), the **Catshill Middle School Core Expectations** (Appendix 1) and the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance.

Our expectations apply to all members of the school community. They are taught explicitly, modelled by adults, reinforced consistently and revisited regularly so that pupils understand what positive behaviour looks like in different situations.

3.01 Core Expectations

Our four core expectations provide a simple and consistent framework for behaviour across the school.

Be Kind – We expect all members of the Catshill community to treat others with kindness and consideration and to contribute to a happy, inclusive and supportive school environment.

Be Safe – We expect everyone to behave in a calm and safe manner, making choices that protect their own safety and the safety and wellbeing of others.

Be Respectful – We expect everyone to show respect towards others, regardless of their background, beliefs, identity, views or individual circumstances. We celebrate and value difference and expect everyone to treat others with dignity.

Be Ready – We expect everyone to be ready to learn and participate positively in school life. This includes attending school regularly, arriving on time, being appropriately equipped and being prepared to make the most of every learning opportunity.

3.02 British Values / Dr TIM

Our approach to behaviour supports the development of the fundamental British values of **Democracy, Rule of Law, Tolerance, Individual Liberty and Mutual Respect**.

Democracy – We listen to and respect the views of others, even when they are different from our own. We provide opportunities for pupils to express their views and participate in decisions that affect them.

Rule of Law – We understand the importance of rules and laws in maintaining a safe and fair society. We recognise that rules protect the rights and safety of everyone and understand that choices have consequences.

Tolerance – We respect and celebrate differences in people's backgrounds, cultures, faiths, beliefs and identities, including those who hold no religious belief. We challenge prejudice, discrimination and intolerance.

Individual Liberty – We recognise that everyone has the right to make choices about their own lives, provided those choices do not negatively affect the rights, safety or wellbeing of others. We encourage pupils to make responsible and informed choices.

Mutual Respect – We recognise that everyone has the right to be treated with dignity and respect. We value differences between people and expect everyone to treat others fairly and considerately.

3.03 Our School Expectations

The following sections outline expectations for different members of our school community and across different parts of the school day.

- Expectations are taught explicitly and reinforced continually and consistently.
- Staff will take time to teach pupils what the expectations look like in different contexts rather than assuming that pupils automatically know what is expected.
- All staff have a responsibility for maintaining consistent expectations and responding to behaviour appropriately. This is supported through staff induction, training and ongoing professional development.
- Every member of staff is a role model and is expected to demonstrate the behaviour, language and relationships that we expect from our pupils.
- Staff will respond to behaviour calmly, consistently and respectfully, recognising that every interaction is an opportunity to strengthen relationships and teach positive behaviour.
- Staff will not ignore behaviour that does not meet our expectations. **What we permit, we promote.**

3.04 General Pupil Expectations

We expect all pupils to:

- Be **kind, respectful and safe** in their interactions with others.
- Be **ready to learn**, including attending school regularly, arriving on time and bringing the equipment required for lessons (Appendix 11).
- Follow **reasonable instructions** from all members of staff promptly and respectfully, including when the member of staff is not their usual teacher.
- Move around school calmly, safely and considerately.
- Line up promptly and quietly in the correct order at the end of morning and lunchtime.
- Line up in single file when arriving at lessons and wait quietly until invited to enter.
- Sit in the place allocated by the teacher in accordance with the classroom seating plan.
- Demonstrate good listening and learning behaviours and be actively engaged in lessons.
- Respect classrooms, equipment and school property and leave learning spaces tidy.
- Wear the correct school uniform in accordance with the **Uniform and Appearance Policy**.
- Follow the **Healthy Eating Policy**, including bringing appropriate snacks and not eating while walking around school.
- Treat other pupils, staff, visitors and members of the wider community with kindness and respect.
- Take responsibility for their choices and understand the impact their behaviour may have on others.
- Follow the **Mobile Phone Policy**, including switching mobile phones off and handing them in as required by the school.
- Follow the **Acceptable Use Policy (AUP)** (Appendix 6) when using school ICT, devices, networks and online services, and behave responsibly and respectfully when using technology and communicating online.

3.05 Staff Expectations

All staff are responsible for modelling, teaching and reinforcing the school's behaviour expectations. Staff are expected to:

- Be **ready** to meet pupils on the playground at the start of the school day and at the end of break and lunchtime.
- Arrive on time and **ready to teach**, including meeting and greeting pupils at the classroom door where appropriate and fulfilling duties according to the rota.
- Establish and reinforce clear expectations for **kind, safe, respectful and ready** behaviour.
- Remain calm, consistent and respectful when responding to behaviour, recognising that every interaction matters.
- Address inappropriate behaviour promptly and proportionately in accordance with this policy.
- Use positive recognition and praise to reinforce pupils who demonstrate the school's expectations.

- Use the phrase “**SAT – Ready in 3...2...1**” (Appendix 10) to gain pupils' attention and ensure they are ready to learn. SAT stands for **S**it up, **A**rms crossed and **T**rack the speaker.
- Ensure pupils understand expectations when moving around the school and lining up, explicitly teaching and reinforcing these routines where necessary.
- **Aim to Be the Best** in their professional practice and encourage pupils to do the same.
- Not ignore behaviour that does not meet the school's expectations. **What we permit, we promote.**
- Seek to understand the underlying reasons for behaviour where appropriate, while maintaining clear boundaries and holding pupils accountable for their choices.
- Use the school's graduated response and seek additional pastoral, SEND or other appropriate support; such as Early Help, where a pupil or family is experiencing ongoing difficulties meeting expectations.

3.06 Home-School Links

We value strong partnerships with parents and carers and recognise that positive behaviour is most effectively supported when school and home work together.

Parents and carers are encouraged to contact the school if they have concerns about their child's behaviour or require support. Where appropriate, teachers and other members of staff may communicate with parents and carers through the school's approved communication systems, including ePraise.

Where additional support is required, the school may work with parents, carers and external agencies to identify appropriate strategies and interventions. Details of the agencies and support available are outlined in the school's **Early Help Offer**, available on the school website within the Safeguarding section.

Pupils are expected to behave safely, respectfully and kindly both in and out of school. This expectation is particularly important when pupils are wearing school uniform or are otherwise identifiable as representing the school.

The school may take reasonable and proportionate action in response to inappropriate behaviour that occurs outside of school where it falls within the school's behaviour policy, including behaviour that has a direct impact on the safety, wellbeing, relationships or education of members of the school community or that could reasonably be considered to bring the school into serious disrepute.

This may include behaviour such as bullying, child-on-child abuse, intimidation, physical altercations, harassment, discriminatory behaviour, sexual harassment or inappropriate use of social media and online platforms.

Where a pattern of behaviour is identified, including an increase in the frequency with which a pupil accesses the **Nurture Room** or receives behaviour sanctions, contact will be made with parents or carers to discuss the concerns and identify appropriate support.

Where appropriate, the pupil will be involved in this discussion. A **Pastoral Support Plan** may be developed to identify the barriers affecting the pupil's behaviour and establish a small number of clear, measurable and achievable targets. The plan will identify the strategies and support that will be used by both school and home and will be reviewed at an agreed time.

Where the plan is successful, effective strategies will be incorporated into the pupil's **One-Page Profile** or other relevant pupil support documentation, and the formal plan may be closed while the strategies remain accessible to staff who need to understand the pupil's needs.

Where the plan is not successful, or where concerns remain significant, the **Head of Key Stage and/or a member of SLT** will be invited to subsequent review meetings. This will be informed by discussion within the weekly pastoral team and may result in further targeted intervention, SEND involvement or a more individualised support plan.

Where appropriate, the school may seek support from external agencies. This will be discussed with parents/carers and may form part of a wider graduated response. Examples of agencies that may support pupils and families are identified within the school's **Early Help Offer**.

4. Managing Behaviour for Learning

At Catshill Middle School, we believe that positive behaviour is essential to successful learning. Our approach combines **high expectations, positive relationships, recognition of success, clear boundaries and proportionate consequences**.

We recognise that behaviour is communication and that some pupils may experience barriers that make it more difficult for them to meet expectations. Staff will seek to understand these barriers and provide appropriate support while maintaining clear and consistent expectations.

Our approach is designed to help pupils **regulate, reflect, repair and re-engage**, while ensuring that all pupils have the right to learn in a safe, calm and respectful environment.

4.01 Rewards Points

At Catshill Middle School, we want to encourage pupils to make positive choices about their behaviour, relationships and learning. We set high but reasonable expectations and challenge all pupils to **Aim to Be The Best** in every lesson, every day.

We celebrate positive behaviour and achievement both within and beyond lessons. **ePraise** provides an online platform through which achievements and positive behaviours can be recorded and shared with pupils and parents/carers.

The system is designed to recognise effort, improvement, achievement, kindness, contribution and positive choices rather than focusing solely on academic attainment.

Please refer to the **ePraise Parent/Carer Guide** for further information about logging in, tutorials and settings.

Pupils can gain ePraise points through a range of achievements, including:

- **+1 point** for a house point.
- **+10 points** for a praise message or praise call home.
- **+10 points** for an Accolade or Achievement.
- **+10 points** for Best Presentation of the Week.
- **+20 points** for Student of the Week.
- **+20 points** for a Headteacher's Award.
- Additional half-termly points for positive improvements in attendance, in accordance with the **Attendance Policy**.

4.02 Rewards

Rewards are given fairly and consistently to recognise effort, achievement, improvement and positive contribution to the school community.

Our rewards are based on the development of positive character traits and our core expectations:

Be Kind – Be Safe – Be Respectful – Be Ready

Rewards may be given for:

- Excellent or improved attendance.
- Participation in House competitions and **We Are The Champions** events.
- Exceptional effort in lessons or homework.
- Outstanding attainment or significant academic progress.
- Fulfilling prefect and pupil leadership responsibilities.
- Reading for enjoyment.
- Representing the school in events or activities.
- Demonstrating the qualities of an excellent Catshill Citizen.
- Demonstrating kindness, resilience, responsibility or positive relationships.
- Excellent presentation, organisation or preparation.

Staff are expected to recognise pupils who demonstrate behaviour that is **above and beyond the normal expectation**.

Staff can recognise pupils by:

- Issuing a house point.
- Adding a star to a pupil's work or Star Sheet.
- Making a praise phone call or sending a praise message home.
- Nominating a pupil for Student of the Week, Best Presentation or a Headteacher's Award.
- Nominating a pupil for a Catshill Commendation Award.
- Recognising achievement through celebration assemblies.

House points contribute towards individual rewards and the overall House competition. Pupils can use accumulated ePraise points to purchase rewards and experiences through the **Rewards Shop**.

Certificates will be awarded during celebration assemblies, with additional recognition for pupils demonstrating exceptional achievement, improvement or contribution.

4.03 Booster Points

At the end of each week, pupils may receive additional booster points in recognition of positive attendance, punctuality and behaviour.

The current booster point structure is communicated to pupils and may be reviewed periodically to ensure that it continues to support the school's wider rewards strategy.

Pupils who demonstrate excellent attendance, punctuality and behaviour may therefore accumulate additional points each week.

4.04 Recognising Excellent Behaviour and Attitude

At Catshill Middle School, we want pupils to demonstrate consistently high attitudes to learning and be **Ready** to achieve their full potential.

Pupils may receive recognition for:

- Excellent presentation.
- Consistent effort.
- Significant improvement.
- Positive attitudes to learning.
- Academic achievement.
- Contribution to the school community.
- Achievement beyond the classroom.
- Consistently wearing correct uniform

Best Presentation of the Week pupils receive ePraise points, a certificate and recognition in the weekly celebration assembly.

The **Headteacher's Award** recognises pupils nominated by staff for exceptional achievement, contribution or personal development. This may be awarded for academic achievement or for success and contribution beyond the classroom.

Subject Nominations

Pupils who demonstrate significant effort, improvement, achievement or positive contribution within a particular subject may be nominated for a subject award. These awards are presented during the weekly celebration assembly and pupils receive ePraise points.

House Competitions

Each form class is allocated to one of the school's four Houses.

Pupils earn house points for a range of academic, personal and behavioural achievements, including effort, improvement, kindness, contribution and attendance.

Individual house points contribute towards the overall House total. The House with the highest number of points is awarded the **House Cup** at the end of each term, with the overall annual winner recognised at the end of the academic year.

Celebration Assemblies

Weekly celebration assemblies provide an opportunity to recognise and celebrate the achievements of pupils and groups across the school.

Recognition may include:

- Academic achievement and progress.
- Excellent attitudes to learning.
- Attendance and punctuality.
- Sporting achievement.
- Extracurricular participation.
- Contribution to the school community.
- Acts of kindness.
- Achievement outside school.
- House point achievements.

The emphasis is on **breadth, inclusion and improvement**, ensuring that a wide range of pupils have opportunities to experience success and have their achievements recognised.

4.05 Reward Activities

Each pupil has the opportunity to participate in a regular reward activity or event. These will be held throughout the year.

The criteria for participation will be communicated clearly to pupils and parents/carers, and pupils will be supported to understand how they can maintain their eligibility.

Eligibility is based on a combination of positive behaviour, effort, attendance and compliance with school expectations. **Accumulation of positive ePraise points alone does not guarantee eligibility.**

Where a pupil reaches **10 demerits or a demerit value of 10 within a half term**, they will be identified as being **at risk of losing their place** at the half-term reward activity. This will trigger additional support and communication with the pupil and parent/carer (refer to appendix 12)

Where a pupil reaches **15 demerits or a demerit value of 15**, their place at the reward activity will normally be removed.

Pupils who lose their place will undertake an appropriate alternative activity with a member of SLT or the pastoral team.

A pupil may also become ineligible for a reward activity where they have:

- Outstanding lunchtime or after-school interventions that have not been completed.
- Received a fixed-term suspension during the relevant term.
- Received two or more internal suspensions during the relevant term.
- Demonstrated behaviour that presents a significant concern regarding participation in the planned activity.

Decisions regarding eligibility will be made fairly and proportionately, taking into account the individual circumstances of the pupil, including any relevant SEND, SEMH needs or reasonable adjustments.

Pupils who receive **10 or more demerits in a half term** will be considered for a **Positive Behaviour Report** and, where appropriate, a **Pastoral Support Plan (PSP)** in accordance with the school's Graduated Response.

4.06 Rewards Shop

At Catshill Middle School, pupils can spend the positive ePraise points they have earned through the **Rewards Shop**.

The Rewards Shop provides a range of physical items and experience-based rewards. Available rewards and their points values are displayed on ePraise.

Rewards may include:

- Extra playtime.
- Own-clothes days.
- Hot chocolate rewards.
- Stationery and small gifts.
- Group treats.
- Special experiences.

Rewards vary in type, value and availability.

The Rewards Shop is designed to celebrate pupils' **effort, behaviour, achievement and contribution**, encouraging pupils to take pride in their successes and **Aim to Be The Best**.

4.07 Demerits for Negative Behaviour

We recognise that **behaviour is communication**. Demerits are therefore used both as a consequence for behaviour that does not meet expectations and as a means of identifying patterns that may indicate that a pupil requires additional support.

The school's behaviour for learning system provides a clear and consistent framework for responding to inappropriate behaviour. However, it cannot cover every possible situation. Staff will use professional judgement and consider the circumstances of each incident.

Where necessary, Heads of Key Stage and/or SLT will determine an appropriate and proportionate response.

Staff will use preventative and supportive strategies before formal sanctions wherever appropriate. These may include:

- Explicitly reminding pupils of expectations.
- Non-verbal cues.
- Positive recognition.
- Tactical seating.
- A brief conversation with the pupil.
- Providing an opportunity to **Refocus**.
- Providing a movement or regulation break.
- A short period away from the immediate learning environment.
- Support from the pastoral team or **Nurture Room**.

These strategies are intended to give pupils an opportunity to regulate their behaviour and return successfully to learning.

Where a formal C sanction is issued, it will be recorded on ePraise. Negative points do not remove positive points previously earned. This reinforces the principle that pupils can recover from mistakes and rebuild their positive behaviour record.

Repeated accumulation of demerits will result in the graduated response outlined within this policy and the school's **Graduated Response (see Appendix 12)**.

4.08 Interventions for Managing Behaviour

Reminder

Where a pupil is not meeting classroom expectations, the teacher will normally provide a **Reminder**.

A Reminder is an opportunity for the pupil to recognise that their behaviour is not meeting expectations and make a positive change before a formal sanction is issued.

The teacher may briefly explain what needs to change and give the pupil an opportunity to regulate and re-engage.

A Reminder is recorded on ePraise but does not result in negative points or loss of social time.

The recording of Reminder incidents allows the school to identify patterns and determine whether a pupil may require additional support.

Where a pupil accumulates **five Reminder records**, a C1 sanction may be issued to reinforce the importance of responding to early intervention.

C1

If a pupil continues to demonstrate behaviour that does not meet expectations following a **Reminder**, a **C1** may be issued.

A C1:

- Is recorded on ePraise.
- Carries a **-1 point** value.
- Results in a **10-minute lunchtime detention** at the next available opportunity.

C2

If behaviour continues despite a C1 intervention, a **C2** may be issued.

A C2:

- Is recorded on ePraise.
- Carries a **-2 point** value.
- Results in a **20-minute lunchtime detention** at the next available opportunity.
- May result in the pupil being temporarily removed from the lesson.

Where a pupil is removed from a lesson, they may complete the remainder of the lesson in an alternative classroom or the **Refocus Area within the Nurture Room**.

The purpose of removal is to allow the pupil to regulate, reduce disruption and return to learning successfully. It is not intended as a punishment in itself.

Any pupil removed from a lesson will remain **appropriately supervised and will never be left unsupervised**.

C3

Where a pupil continues to disrupt learning following removal or demonstrates more serious behaviour, a **C3** may be issued.

A C3:

- Is recorded on ePraise.
- Carries a **-3 point** value.
- Return to the **Refocus Area** and meet with a member of the pastoral team or SLT before returning to their next lesson
- Results in a **45-minute lunchtime detention** at the next available opportunity.

Where appropriate, the pupil may spend a period of time with a member of the pastoral team to regulate, reflect on what has happened and prepare to return successfully to their timetable.

The aim is to support the pupil to identify what contributed to the behaviour, consider its impact and develop strategies for managing similar situations in the future.

Year 8 C3

From Easter, Year 8 pupils who receive a C3 may complete a **40-minute after-school detention** at the next available opportunity instead of the lunchtime detention. This supports preparation for the expectations pupils will experience in secondary school.

Parents/carers will be contacted to agree the arrangements for the detention.

C4 – Heads of Key Stage / Pastoral Intervention

A pupil who reaches the threshold for a **C4 intervention** will receive a more senior-level response.

This may involve:

- An after-school intervention of up to 90 minutes, agreed with parents/carers.
- A period of supported intervention in the **Nurture Room**.
- A pastoral review.
- Contact with parents/carers.
- Additional targeted support.
- Review of the pupil's existing support plan.

The response will be proportionate to the behaviour and the individual circumstances of the pupil.

4.09 E Interventions

E interventions relate primarily to pupils not being **Equipped** or **Ready** to learn.

This may include:

- Not bringing required stationery or equipment.
- Not bringing required PE kit.
- Not bringing a reading book or other subject-specific equipment.
- Not completing required homework.
- Failing to meet the school's uniform and appearance expectations.

Pupils are expected to attend school in the correct uniform and be appropriately equipped for learning.

The school recognises that there may be legitimate reasons why a pupil is unable to meet an expectation. Parents/carers should communicate these circumstances to the school, and reasonable adjustments or support will be considered where appropriate.

Where a pupil does not have required equipment, the school will provide support wherever possible.

An E intervention may result in **10 minutes of social time being removed**, but will not normally result in a loss of ePraise points.

Repeated E interventions may result in a pastoral discussion to identify barriers to the pupil being consistently **Ready** to learn. Where appropriate, repeated failure to meet expectations may lead to C sanctions.

4.10 Recording and Communication

All formal demerits are recorded on ePraise and parents/carers will normally receive notification through the app.

This allows parents/carers to discuss the incident with their child and support them in reflecting on what happened and considering alternative choices.

Behaviour records are also monitored by the school to identify patterns, trends and pupils who may require additional support.

Staff will consider the **frequency, context and nature** of behaviour rather than looking solely at the number of sanctions issued.

Where patterns emerge, the school will consider whether additional pastoral, SEND, SEMH or other support is required.

4.11 Escalation of Demerits and Positive Behaviour Reports

Where a pupil accumulates a **demerit value of 10 within a half term**, they will be placed on a **Blue Positive Behaviour Report**.

The purpose of the report is to support the pupil to experience success and demonstrate that they can meet behavioural expectations consistently.

The report may be physical or virtual, depending on what is most appropriate for the pupil.

Pupils will receive between **0 and 3 points** against their bespoke targets.

Targets will:

- Be clear and achievable.
- Focus on positive behaviours.
- Reflect the pupil's individual needs.
- Align with any existing Pastoral Support Plan.
- Be communicated clearly to the pupil.
- Be shared with relevant staff.

A score of **0** indicates that the pupil was absent from the lesson or activity.

A score of **1** indicates that the agreed target was not met.

Scores of **2 and 3** recognise increasing levels of success and achievement.

Staff should actively praise pupils when targets are achieved. The purpose of the report is to create opportunities for success, strengthen relationships and help pupils develop greater self-regulation.

Reports will normally be issued for up to **10 school days** and monitored by the form teacher, Head of Key Stage, pastoral team or SLT.

Where a pupil demonstrates sustained success, the report may be removed early.

Where a pupil receives further C sanctions or is unable to successfully complete the report period, the school will review the support in place with the pupil and parents/carers.

This may include reviewing the pupil's Pastoral Support Plan and considering whether further intervention is required.

A completed report will provide evidence of the pupil's progress and successful strategies and may be retained by the Head of Key Stage.

Where a pupil continues to experience significant difficulties despite appropriate intervention, the school will consider further action in accordance with the school's **Graduated Response**.

4.12 Alternative Classroom, Nurture Room, Internal Suspension and Seclusion

Alternative Classroom / Refocus Area

Where a pupil is removed from a lesson following a C2 or C3 intervention, they may be directed to an alternative classroom or the **Refocus Area within the Nurture Room**.

The purpose of this provision is to:

- Reduce disruption to learning.
- Provide an opportunity for regulation.
- Allow the pupil to reflect on their behaviour.
- Maintain access to learning.
- Support a successful return to the pupil's timetable.

Pupils will remain **appropriately supervised at all times** and will not be left unsupervised as a consequence of their behaviour.

Nurture Room

The **Nurture Room** is a calm and supportive environment providing targeted pastoral and SEMH interventions.

The pastoral team may provide:

- Individual check-ins.

- Small-group interventions.
- Regulation support.
- Social and emotional skills work.
- Support with relationships.
- Support following incidents.
- Targeted behaviour interventions.
- Support with reintegration following periods of difficulty.

Pupils receiving a high number of demerits or identified as requiring additional support may be referred for targeted intervention.

The Nurture Room is a **supportive provision and not a punishment room**.

Internal Suspension

In cases of repeated non-compliance or serious breaches of the school's Behaviour for Learning and Positive Relationships Policy, a pupil may be placed on an **internal suspension**.

Internal suspension may be used where allowing a pupil to remain within the normal curriculum would seriously impact their own education or the education, safety or welfare of others.

Internal suspension may also be used where a pupil's appearance does not meet the school's uniform and appearance expectations, in accordance with the **Uniform and Appearance Policy**.

Pupils undertaking an internal suspension will remain in an appropriate, supervised location and will complete work that is closely matched to their normal curriculum.

Internal suspension may last for part of a day or a full day.

Where appropriate, pupils may attend selected lessons under supervision and will be escorted to and from those lessons.

Pupils undertaking internal suspension will not normally attend unstructured social times. Where appropriate, supervised social time may be provided as part of a reintegration programme.

Restrictive Interventions

In exceptional circumstances, where a pupil presents an **immediate and significant risk of harm to themselves or others**, the school may use restrictive intervention only if it is necessary. Staff will use appropriate de-escalation and positive behaviour strategies wherever possible. Where immediate action is necessary to prevent harm, staff will use the **least restrictive intervention necessary** and for the shortest possible period.

The school will consider the pupil's individual circumstances, including any relevant SEND, communication needs or other vulnerabilities, and will make reasonable adjustments where appropriate.

The aim following any restrictive intervention is **repair, reflection and successful reintegration**, rather than simply punishment.

Seclusion

Seclusion is distinct from removal from a lesson, use of the Refocus Area, Nurture Room intervention or internal suspension. It involves preventing a pupil from leaving a designated space freely and will only be used where this is **necessary, proportionate and lawful** to manage an immediate risk of harm.

Seclusion will not be used as a routine punishment, as a consequence for ordinary non-compliance or simply because a pupil refuses to follow an instruction.

A pupil placed in seclusion will **never be left unsupervised**. A member of staff will remain responsible for the pupil's supervision and welfare throughout the period of seclusion.

Staff will monitor the pupil's physical and emotional wellbeing and will end the seclusion as soon as it is safe and appropriate to do so.

Any use of seclusion will be recorded and reviewed in accordance with the school's procedures and relevant statutory guidance (My Concern). Parents/carers will be informed.

Following any use of seclusion, the school will review the incident with the pupil and consider whether additional support, reasonable adjustments, risk assessment or changes to the pupil's support plan are required to reduce the likelihood of recurrence.

Use of Reasonable Force

In some circumstances, it may be necessary for staff to use **reasonable force** to prevent harm or maintain the safety of pupils, staff or other members of the school community. Schools do not require parental consent to use reasonable force where the legal conditions for its use are met.

All members of staff have a legal power to use reasonable force in the circumstances set out in the Department for Education guidance '**Restrictive interventions, including use of reasonable force, in schools**' (2026).

At Catshill Middle School, we recognise that the use of physical intervention and other restrictive practices can be distressing for pupils and staff. Our approach is therefore **relational, trauma-informed and focused on prevention and de-escalation**. Restrictive intervention will only be considered where it is **necessary, reasonable, proportionate and the least restrictive option available** to prevent an immediate risk of harm or to maintain safety.

Staff will seek to use de-escalation and positive behaviour support strategies wherever reasonably possible before considering physical intervention. This may include:

- Using a calm and measured approach.
- Giving the pupil appropriate processing time.

- Reducing demands or removing unnecessary audiences.
- Offering choices and opportunities to regulate.
- Moving other pupils away from the situation where appropriate.
- Seeking support from a trusted adult.
- Using the **Nurture Room** or another appropriate safe space where this can be achieved safely.
- Allowing time for the pupil to regain emotional regulation before discussing the incident.

Reasonable force must **never be used as a punishment**, to deliberately cause pain or humiliation, or simply because a pupil is refusing to comply with an instruction.

Circumstances in which reasonable force may be used

Where necessary and lawful, school staff may use reasonable force to:

- Prevent a pupil from attacking a member of staff or another pupil.
- Stop a fight or prevent a pupil from continuing to assault another person.
- Prevent a pupil from causing serious injury to themselves or another person.
- Prevent a pupil from engaging in behaviour that places themselves or others at significant risk of harm.
- Prevent serious damage to property where intervention is necessary to protect people or prevent significant harm.
- Maintain good order and discipline where this is permitted within the circumstances set out in current DfE guidance.

The decision to use reasonable force will always depend on the circumstances at the time. Staff will use the **minimum level of force necessary for the shortest possible period** and will stop as soon as the immediate risk has reduced and it is safe to do so.

Restrictive Intervention and Individual Needs

The school recognises that some pupils may have additional needs, disabilities, communication difficulties, sensory needs or experiences that may affect how they respond during periods of distress or heightened emotion.

Where there is a known risk of dysregulation or physical intervention, the school will consider whether an individual **risk assessment, behaviour support plan, pastoral support plan or other appropriate plan** is required.

Where appropriate, information about successful de-escalation strategies and known triggers will be shared with relevant staff so that the likelihood of restrictive intervention can be reduced.

Reasonable adjustments will be considered in accordance with the **Equality Act 2010** and the individual needs of the pupil.

Training and Safe Practice

A number of staff at Catshill Middle School have received **Team Teach** training, which includes an emphasis on positive handling, de-escalation, prevention and safe practice.

Training will be provided to identified staff and refreshed in accordance with the school's training requirements and current guidance. Staff who have not received appropriate training should not undertake trained physical intervention techniques unless there is an immediate and lawful need to act to prevent harm.

The school will ensure that staff are aware of their responsibilities and that restrictive intervention is used consistently, safely and proportionately.

Recording, Reporting and Review

Any use of reasonable force or restrictive intervention will be **recorded as soon as reasonably practicable** in accordance with the school's Positive Handling Policy and safeguarding procedures.

The record will include, where appropriate:

- The circumstances leading to the intervention.
- The behaviour or risk that required intervention.
- The strategies used to de-escalate the situation.
- The nature and duration of the intervention.
- The staff involved.
- Any injury or medical concern.
- The pupil's views following the incident.
- Any follow-up or support required.

Parents/carers will be informed of the use of reasonable force in accordance with school procedures and current statutory guidance.

Following an incident, the school will consider whether a **restorative conversation, pastoral support, risk assessment or review of existing strategies** is appropriate. Where a pupil has been involved in repeated incidents requiring restrictive intervention, the school will review the circumstances and consider whether additional support, reasonable adjustments, SEND assessment or external agency involvement is required.

The purpose of this review is not simply to establish what happened, but to identify **what can be changed or put in place to reduce the likelihood of the situation occurring again**.

Full details of the school's procedures for physical intervention, positive handling and restrictive intervention can be found in the **Positive Handling Policy**.

4.13 Fixed-Term Suspension

The decision to issue a **fixed-term suspension** is never taken lightly and is made in accordance with current Department for Education statutory guidance and the school's **Suspensions and Exclusions Policy**.

Suspension may be considered where a pupil's behaviour is sufficiently serious that remaining in school would seriously harm the education or welfare of the pupil or others.

Suspension may follow:

- A serious one-off incident.
- Repeated serious breaches of the behaviour policy.
- Persistent behaviour that has not improved despite appropriate support and intervention.
- Behaviour that presents a significant risk to the safety or wellbeing of others.

The school will consider the individual circumstances of the pupil, including relevant SEND, SEMH needs, safeguarding concerns, mitigating factors and the support already provided. Where safeguarding concerns arise, a pupil may be internally suspended for up to five days.

Following suspension, a **reintegration meeting** will normally be arranged with the pupil and their parent(s)/carer(s).

The purpose of reintegration is to:

- Restore positive relationships.
- Reflect on what happened.
- Identify what needs to change.
- Agree support and strategies.
- Establish clear expectations for the pupil's return.

A Pastoral Support Plan may be created or reviewed and the pupil may be placed on a Positive Behaviour Report with bespoke targets.

4.14 Off-Site Direction

Off-site direction may be used as part of a supportive and preventative intervention where a pupil's behaviour has significantly disrupted learning or presents ongoing concerns regarding the safety or wellbeing of others.

Off-site direction is not a punishment and does not replace suspension or permanent exclusion. It is a temporary measure designed to provide a structured alternative educational environment where the pupil can receive targeted support, reflect on their behaviour and re-engage successfully with education.

An off-site direction will be considered on an individual basis and will take account of the pupil's needs, circumstances and previous interventions.

Parents/carers will be involved in the process and the school will work with the receiving provision and relevant agencies to ensure appropriate safeguarding and educational arrangements are in place.

Placements will be time-limited and reviewed regularly.

The aim will normally be successful reintegration into the main school. Where this is not achievable, further options may be considered in accordance with statutory guidance.

4.15 Managed Moves

In some circumstances, following appropriate intervention and review, it may be agreed that a permanent move to another school is in the pupil's best interests.

A **managed move** is a voluntary process and requires the agreement of the pupil's parents/carers, the current school and the receiving school.

Managed moves will not be used as a substitute for permanent exclusion, and parents/carers will not be pressured into agreeing to a managed move.

A managed move will only be considered where it is believed to provide the most appropriate long-term outcome for the pupil.

Where a pupil has an Education, Health and Care Plan, the school will work with the local authority and follow the appropriate statutory processes.

All decisions will be informed by consideration of the pupil's behaviour, progress, wellbeing, individual needs and the support already provided.

4.16 Alternative Providers

The school may work with approved alternative providers where this is considered appropriate to meet a pupil's individual needs.

Any placement will be considered on a **case-by-case basis** and will take account of:

- The pupil's educational needs.
- Safeguarding requirements.
- Behaviour and SEMH needs.
- The views of the pupil and their parents/carers.
- The suitability of the provider.
- The intended outcomes of the placement.

Parents/carers will be informed and involved in the process wherever appropriate.

All arrangements will be reviewed regularly to ensure that the provision remains appropriate, proportionate and in the best interests of the pupil.

4.17 Permanent Exclusion

The decision to issue a **permanent exclusion** is extremely serious and will only be made in accordance with current Department for Education statutory guidance and the school's **Suspensions and Exclusions Policy**.

Permanent exclusion may be considered where:

- There has been a serious or persistent breach of the school's behaviour policy; and
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The Headteacher will consider all relevant evidence and the individual circumstances of the pupil, including:

- The seriousness of the incident.
- The pupil's previous behaviour.
- Support and interventions already provided.
- Relevant SEND or other additional needs.
- Safeguarding considerations.
- Any mitigating circumstances.
- The impact on other pupils and staff.
- Whether reasonable and proportionate alternatives have been considered.

Permanent exclusion may be appropriate following a serious one-off incident or following a sustained pattern of behaviour where appropriate interventions have not resulted in sufficient improvement.

Exceptional circumstances in which permanent exclusion may be considered following a single serious incident include, but are not limited to:

- Serious actual or threatened violence against a pupil or member of staff.
- Serious vandalism or damage to property.
- Hate-related abuse or serious discriminatory behaviour.
- Sexual assault or serious sexual misconduct.
- Supplying an illegal drug.
- Carrying or using a weapon or other offensive item.
- Other behaviour that presents a serious and significant risk to the safety or welfare of others.

Where behaviour may constitute a criminal offence, the Headteacher will consider whether it is appropriate to notify the police. This may include incidents involving weapons, serious violence, arson, theft, sexual offences, serious criminal damage or the supply of illegal drugs.

Any decision to permanently exclude will be made by the **Headteacher** in accordance with statutory requirements and the school's **Suspensions and Exclusions Policy**.

Parents/carers will be informed without delay and provided with information about their rights and the next steps in the process.

Where a permanent exclusion is issued, the **Governing Board** will consider the decision in accordance with statutory requirements.

The school will continue to work with the pupil, parents/carers and relevant agencies to ensure that the pupil receives appropriate support and access to education following exclusion, in accordance with statutory requirements.

5. Pastoral Support

5.01 Pupil Support Approach

At Catshill Middle School, we recognise that pupils' behaviour can be influenced by a wide range of factors, including their emotional wellbeing, relationships, experiences, additional needs and the environment around them. We therefore use a **relational, trauma-informed and graduated approach** to behaviour and pastoral support.

Our approach is informed by the principles outlined in *Reducing the Need for Restraint and Restrictive Intervention*, the *Timpson Review of School Exclusion* and current Department for Education guidance.

We recognise that **behaviour is a form of communication**. While pupils remain responsible for their behaviour and are expected to meet the school's high expectations, staff will seek to understand what may be contributing to behaviour and identify appropriate ways of supporting the pupil to make positive changes.

Our approach aims to:

- Maximise the time pupils spend successfully engaged in learning.
- Reduce the need for removal from lessons and suspension.
- Respond to difficulties at the earliest and least intrusive level possible.
- Maintain clear, consistent and high expectations.
- Support pupils to develop emotional regulation and self-regulation.
- Build positive, trusting relationships between pupils and adults.
- Reduce shame and avoid unnecessarily escalating situations.
- Identify and address underlying barriers to positive behaviour.
- Promote inclusion and ensure pupils feel that they belong within the school community.
- Support pupils to recover from difficulties and make a successful return to learning.

Staff will use a calm, predictable and relational approach wherever possible. This includes recognising that pupils may respond differently to stress and that some pupils may require additional time, space or adult support to regulate before they are able to engage successfully in a conversation or learning.

The **Nurture Room** provides a calm and supportive environment for pupils who require additional pastoral, emotional or behavioural support. It is led by members of the pastoral team and provides individual and group interventions designed to support pupils' SEMH needs.

The Nurture Room may provide support with:

- Emotional regulation.
- Developing resilience.
- Understanding and managing emotions.
- Building positive relationships.
- Conflict resolution.

- Self-esteem and confidence.
- Managing anxiety or heightened emotions.
- Developing strategies for successful engagement in learning.
- Reflecting on behaviour and repairing relationships.

The aim is not simply to remove a pupil from a difficult situation, but to help them develop the skills and relationships required to manage future challenges more successfully.

Where a pupil requires support beyond that which can reasonably be provided through school-based provision, the school will consider working with appropriate external agencies. This may include, where appropriate, YMCA youth workers, Touchstones, social prescribers, Early Help, CAMHS or other relevant professionals.

External support will complement, rather than replace, the school's own pastoral provision and will be coordinated wherever possible to ensure a consistent approach.

5.02 Trauma-Informed and Relational Practice

At Catshill Middle School, we recognise that some pupils may have experienced circumstances that affect their ability to regulate emotions, manage relationships or respond appropriately to challenge.

A trauma-informed approach does **not** mean lowering expectations or removing appropriate consequences. Instead, it means understanding that pupils may need different levels of support to meet the same expectations.

Staff will therefore consider:

- What may have happened to the pupil.
- What the behaviour may be communicating.
- What the pupil may be experiencing emotionally.
- Whether there are known triggers or patterns.
- Whether the environment or situation is contributing to the behaviour.
- What support the pupil needs to regulate and re-engage.
- Whether reasonable adjustments are required.

Staff should aim to remain **calm, predictable, consistent and emotionally regulated**, particularly when a pupil is distressed or dysregulated. Adults should avoid escalating situations through confrontation, unnecessary public correction or emotionally charged responses.

Where appropriate, staff may use **co-regulation**, providing calm adult support until the pupil is able to regain sufficient regulation to make positive choices independently.

The school's approach is based on the principle that **high expectations and high support should sit together**.

Pupils will continue to be held accountable for their behaviour, but consequences will be used alongside reflection, support and opportunities to repair relationships.

5.03 Responding and Calming

At Catshill Middle School, we recognise that pupils do not always have the same capacity to respond positively when they are highly distressed, angry or dysregulated.

When a pupil is becoming increasingly dysregulated, staff should consider whether the situation can be safely de-escalated before applying further consequences.

Where appropriate, staff may:

- Use a calm and measured tone.
- Reduce the number of instructions being given.
- Give the pupil appropriate processing time.
- Provide a simple choice between acceptable options.
- Allow a short regulation or movement break.
- Reduce unnecessary audience or attention.
- Offer access to a trusted adult.
- Use the Nurture Room or other agreed regulation space.
- Delay a restorative conversation until the pupil is sufficiently calm to participate meaningfully.

Staff should avoid entering into prolonged arguments or power struggles with pupils.

Once the pupil is calm, expectations should be re-established clearly and consistently.

There are three important principles underpinning our approach:

1. Behaviour has consequences.

Pupils are responsible for their actions and will be supported to understand the impact of their behaviour and the consequences that follow.

2. Every day is an opportunity for a fresh start.

A poor choice should not define a pupil. Pupils are given opportunities to repair, learn from mistakes and demonstrate improved behaviour.

3. Relationships matter.

Consistent boundaries and positive relationships are not alternatives. Pupils are more likely to respond positively when they know that adults will maintain clear expectations while continuing to support and care for them.

Our ultimate aim is for pupils to develop the internal skills and confidence to regulate their own behaviour and make positive choices independently.

5.04 Regulation, Recovery and Re-entry

A key principle of the school's approach is that pupils should be supported to **recover their behaviour and re-engage with learning as quickly and safely as possible.**

Where a pupil has become dysregulated or has been removed from a lesson, staff should consider whether they are ready to return before expecting them to immediately resume normal classroom expectations.

The timing and approach to re-entry will depend on the individual pupil and circumstances.

Where appropriate, staff may provide:

- A short period of calm reflection.
- A conversation with a trusted adult.
- Access to the Nurture Room.
- Support to identify what happened and why.
- A reminder of the expectations for returning to the lesson.
- Support to catch up on missed learning.

Reintegration

Successful reintegration should be planned wherever possible.

Staff should consider:

- **Seating:** Positioning the pupil where they are most likely to focus and participate successfully.
- **Welcoming the pupil:** A calm and positive welcome reinforces the message that they are able to make a fresh start.
- **Processing time:** Recognising that pupils may need time to settle after a difficult incident.
- **Language:** Using calm, respectful and non-confrontational language.
- **Future focus:** Concentrating on what the pupil needs to do next rather than repeatedly revisiting the incident.
- **Praise:** Recognising successful re-engagement and positive behaviour.
- **Relationships:** Maintaining a positive relationship with the pupil following an incident.
- **Pastoral support:** Involving the pastoral team where additional support is required.
- **Learning:** Supporting the pupil to access any learning missed during their period away from the lesson.

A pupil should not be made to feel that returning to class is a further punishment. The emphasis should be on **repair, recovery and successful re-engagement**.

5.05 Restorative Practice

The school promotes the principles of **Restorative Practice** as an important part of maintaining positive relationships and repairing harm.

Restorative approaches may include:

- Restorative conversations.
- Restorative meetings.

- Peer mediation where appropriate.
- Reflection following incidents.
- Repairing relationships following conflict.
- Supporting pupils to understand the impact of their actions.

Restorative practice is not intended to replace appropriate consequences. Instead, it complements the school's behaviour system by helping pupils understand the impact of their behaviour and identify how they can put things right.

Following an intervention such as a C1, the member of staff supervising the intervention may undertake a brief restorative reflection with the pupil.

Where appropriate, this may be followed by a restorative conversation between the pupil and the member of staff involved in the incident.

The purpose is to help the pupil:

- Understand what happened.
- Identify what contributed to the behaviour.
- Understand the impact of their actions.
- Consider what they could do differently.
- Identify strategies for future situations.
- Repair relationships where appropriate.
- Re-engage positively with learning.

Restorative conversations should take place when the pupil is sufficiently regulated to participate meaningfully. They should not be used during a period of significant emotional dysregulation or as a means of forcing an apology.

The approach should remain consistent with the school's core expectations:

Be Kind – Be Safe – Be Respectful – Be Ready.

5.06 Pastoral Support Plans

Where a pupil demonstrates a persistent pattern of behaviour that is not responding to the school's universal approaches, a **Pastoral Support Plan (PSP)** may be implemented.

The PSP will be developed with the pupil and their parent/carer and, where appropriate, relevant staff and external professionals.

The plan will:

- Identify the behaviours causing concern.
- Identify potential triggers and barriers.
- Recognise the pupil's strengths.
- Set clear and achievable targets.
- Identify strategies and adjustments that may support success.
- Identify the adults responsible for providing support.
- Establish how progress will be monitored.

- Set a review date.

Where strategies are successful, they should be incorporated into the pupil's **One-Page Profile** or other appropriate pupil support documentation so that successful approaches are understood and used consistently by staff.

Where a PSP is not resulting in sufficient improvement, the plan will be reviewed and consideration given to whether additional SEND, pastoral, safeguarding or external agency involvement is required.

5.07 Equal Opportunities and Inclusion

Catshill Middle School is committed to ensuring that behaviour expectations are applied fairly, consistently and without discrimination.

Under the **Equality Act 2010**, the school recognises its duty to make reasonable adjustments where required and to ensure that pupils with protected characteristics are not unfairly disadvantaged.

The school will consider whether behaviour may be connected to a pupil's:

- Special educational needs or disability.
- SEMH needs.
- Communication or language needs.
- Additional learning needs.
- Known vulnerabilities or circumstances.
- Other factors that may reasonably affect their ability to meet expectations.

This does not mean that pupils are exempt from the school's expectations. Instead, the school will consider whether **reasonable adjustments, additional support or alternative strategies** are required to enable the pupil to meet those expectations.

Possible interventions include:

- A Pastoral Support Plan.
- Positive Behaviour Report.
- Classroom environment review.
- Additional pastoral intervention.
- Nurture Room support.
- Individual regulation strategies.
- Reasonable adjustments.
- SENDCO assessment or review.
- Multi-agency assessment.
- Educational Psychology advice.
- Advice from health or medical professionals where appropriate.
- Early Help involvement.
- Liaison with other relevant external agencies.

Where a pupil is experiencing persistent behavioural difficulties, the school will consider whether there are unmet underlying needs rather than viewing sanctions alone as the solution.

5.08 Graduated Response (appendix 12)

The school operates a **graduated response** to behavioural concerns. This means that support and intervention will increase where a pupil's needs or behaviours indicate that universal approaches are not sufficient.

The graduated response may include:

Universal support → Targeted pastoral support → Pastoral Support Plan → SEND/pastoral review → Multi-agency support → Individualised intervention

The level of intervention will be determined by the pupil's individual circumstances rather than simply by the number of sanctions received.

The school's aim is to intervene **early**, understand the reasons for behaviour, provide appropriate support and prevent difficulties from escalating wherever possible.

Where a pupil continues to demonstrate significant behavioural difficulties despite appropriate support, the school may consider further intervention in accordance with the school's **Graduated Response Framework**.

Throughout the graduated response, the school will continue to maintain high expectations while seeking to understand the pupil, strengthen relationships and provide the support necessary for them to succeed.

6 Prohibited Items

At Catshill Middle School, certain items are prohibited because they may pose a risk to the **safety, wellbeing or dignity** of pupils and staff, disrupt learning, or undermine the school environment.

Some items are prohibited by law or national guidance, while others are prohibited through the school's own rules. The list below is not exhaustive. The school may take action where an item, even if not specifically listed, is considered to present a risk of harm, disruption, intimidation or damage.

Prohibited items include, but are not limited to:

Fire-lighting equipment

- Matches.
- Lighters.
- Other items intended to start or sustain a fire.

Drugs, alcohol and smoking/nicotine equipment

- Cigarettes and tobacco.
- Cigarette papers.
- Electronic cigarettes and vapes.
- Vape liquids or cartridges.
- Alcohol.
- Illegal drugs or controlled substances.
- Solvents or other substances being misused.
- Medication or other substances not brought into school in accordance with the school's prescribed medicines procedures.

Weapons and dangerous items

- Knives and bladed articles.
- Razors or other items capable of causing injury.
- Guns, including replica, imitation and BB guns.
- Catapults or other projectile devices.
- Knuckle dusters.
- Studded armbands or similar items.
- Whips or similar implements.
- Pepper spray or other incapacitating substances.
- Gas canisters.
- Fireworks or other explosive items.
- Dangerous chemicals or substances.
- Laser pens or other potentially harmful devices.

Other inappropriate or hazardous items

- Pornographic or sexually explicit material.
- Racist, homophobic, discriminatory or otherwise offensive material.
- Aerosols, including deodorant and hairspray, where their possession or use presents a risk to others.
- Liquid correction fluid.
- Chewing gum.
- Caffeinated or high-energy drinks.
- Any other item that could reasonably be used to cause injury, threaten or intimidate another person, damage property, disrupt learning or compromise the safety and wellbeing of others.

The possession or use of a prohibited item will be treated seriously. The school's response will depend upon the nature of the item, the circumstances in which it was found, the pupil's age and individual circumstances, and any safeguarding or additional needs that may be relevant.

Responses may include confiscation, a behaviour sanction, parental/carers contact, a safeguarding response, involvement of external agencies or referral to the police where appropriate.

Where an item may constitute a criminal offence, the school will consider whether the police or another appropriate agency should be contacted.

7 Searching, Screening and Confiscation

The school recognises that searching and screening are important safeguarding measures which can help to maintain a **safe environment** for pupils, staff and visitors.

All searches and screening will be undertaken in accordance with the school's procedures and the Department for Education guidance ***Searching, Screening and Confiscation: Advice for Schools***.

7.01 Searching with consent

The Headteacher, or a member of staff authorised by the Headteacher, may ask a pupil to consent to a search for any item.

With the pupil's consent, this may include searching items such as:

- Pockets.
- Bags and backpacks.
- Other possessions belonging to the pupil.

Staff will explain the reason for the search and how it will be carried out so that the pupil understands what is being requested.

Where appropriate, searches will be conducted by two members of staff and in a manner that protects the pupil's dignity and privacy.

7.02 Statutory searches without consent

Teachers authorised by the Headteacher have statutory powers to search pupils without consent where the legal conditions for a search are met.

This includes searches for prohibited items identified within current DfE guidance, including:

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

The statutory power to search without consent will only be used where the legal requirements are met. Staff must have reasonable grounds for suspecting that the pupil is in possession of a prohibited item where required by the relevant legislation and guidance.

7.03 Hand-held Metal Detectors

The school may use a **hand-held metal detector** as an additional safeguarding and screening measure.

The purpose of using a hand-held metal detector is to help identify **metallic items that may present a risk to safeguarding or safety**, such as mobile phones, knives, weapons or other dangerous implements. The use of the device can help staff identify potential risks without immediately resorting to a more intrusive search.

A hand-held metal detector may be used where there is specific information or intelligence indicating that an item that may cause a risk to safeguarding or safety may have been brought into school. Screening is a proportionate way of helping to maintain a safe environment.

Screening using a hand-held metal detector is **different from a statutory search**. Screening does not involve physical contact and does not itself constitute a search of a pupil or their possessions.

Where a metal detector indicates the possible presence of a prohibited or dangerous item, the school may then consider whether further action, including a statutory search, is appropriate.

The use of a hand-held metal detector will be carried out professionally, proportionately and with due regard to the **dignity, privacy and wellbeing of pupils**. Staff will explain the process where appropriate and will seek to minimise anxiety or distress.

Reasonable adjustments will be considered for pupils with disabilities, SEND or other individual needs where these may affect their ability to undergo screening.

7.04 Confiscation

Any prohibited or inappropriate item found during a lawful search or voluntarily handed to staff may be confiscated in accordance with the school's legal powers and procedures.

Depending on the nature of the item, it may be:

- Retained securely by the school.
- Returned to a parent/carer.
- Disposed of safely.
- Retained as evidence.
- Passed to the police or another appropriate agency.

Where a confiscated item is potentially dangerous or illegal, the school will follow appropriate safeguarding procedures and consider whether the police should be contacted.

All incidents involving prohibited items will be considered on an **individual and case-by-case basis**, taking account of the seriousness of the incident, the risk presented and the pupil's individual circumstances.

8 Mobile Phones and Smart Devices

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

Catshill Middle School operates a **mobile phone-free school day**. Pupils may bring one mobile phone to school where this has been agreed, but the phone must be switched off and handed in at the designated collection point at the start of the school day.

Phones must remain switched off and securely stored throughout the school day. Pupils may not access or use their phones during lessons, breaktimes or lunchtimes and must not switch them back on until they have left the school grounds at the end of the school day.

Pupils are not permitted to use their mobile phone to contact home during the school day. If a pupil needs to contact a parent/carer, they should speak to a member of staff and the school will facilitate appropriate contact.

The school's mobile phone arrangements are designed to:

- Protect learning and concentration.
- Reduce classroom disruption.
- Support positive face-to-face relationships.
- Reduce opportunities for bullying and online conflict during the school day.
- Protect pupils' privacy and safeguarding.
- Encourage pupils to engage fully with school life without the distraction of personal devices.

Pupils are taught about the benefits and risks associated with mobile phone and social media use, including online safety, privacy, cyberbullying, inappropriate content and the potential impact of recording or sharing images of others.

8.01 Breaches of the Mobile Phone Policy

If a pupil breaches the mobile phone or smart device policy, the device may be confiscated and held securely in the school office until the end of the school day. Depending on the circumstances, an appropriate C sanction may also be issued.

Repeated breaches may result in additional consequences, including restrictions on bringing a mobile phone to school.

If a pupil uses a mobile phone or other device to take photographs, videos or recordings of pupils or staff without appropriate permission, the device will be confiscated and the incident will be treated as a **safeguarding and behaviour concern**.

The school will consider the nature and purpose of the recording and whether it has been shared. Where appropriate, the pupil may be required to delete material in accordance with school procedures and safeguarding advice. Parents/carers will be informed where appropriate.

A more serious sanction, including an internal or external suspension, may be considered where a pupil:

- Deliberately records another pupil or member of staff without permission.

- Records incidents of violence, bullying or other inappropriate behaviour.
- Shares images or recordings of pupils or staff without permission.
- Uploads school-based material to social media or other online platforms.
- Uses a device to bully, threaten, intimidate or harass another person.
- Shares sexual, discriminatory, threatening or otherwise harmful material.
- Uses a device in a way that creates a significant safeguarding risk.

The school may also consider referral to the police or another appropriate agency where the content or circumstances may constitute a criminal offence or present a significant safeguarding concern.

Where a pupil repeatedly breaches the mobile phone policy, the school may require the pupil to leave their phone at home or may put in place an individual arrangement for its storage. Any such decision will be proportionate and will take account of the pupil's individual circumstances and any relevant SEND or safeguarding considerations.

The school's response to mobile phone incidents will focus not only on consequences but also on helping pupils understand the **impact, risks and responsibilities associated with using mobile technology**, supporting them to make safe, respectful and responsible choices both in school and online.

9 Anti-Bullying

9.01 What is bullying?

At Catshill Middle School, we want every pupil to feel **safe, valued, respected and included**. Bullying is unacceptable and is contrary to our core expectations of **Be Kind, Be Safe, Be Respectful and Be Ready**.

For pupils, we define bullying 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 take place **face-to-face, online or through any form of digital communication**. It can include physical, verbal, emotional, social or psychological behaviour and may involve harassment, intimidation, threats, exclusion or the deliberate spreading of rumours.

Bullying can be related to a person's characteristics or perceived characteristics, including race, religion or belief, disability, sex, sexual orientation, gender identity or other personal characteristics.

The school recognises that bullying may also form part of **child-on-child abuse**, including:

- Child-on-child physical abuse.
- Sexual violence.

- Sexual harassment.
- Online sexual harassment.
- Sharing or threatening to share inappropriate images.
- Intimidation, coercion or exploitation.
- Abuse relating to someone's protected characteristics.

Such behaviour will be treated seriously and responded to in accordance with the school's safeguarding procedures as well as this Behaviour Policy.

The school recognises that not every disagreement, friendship difficulty or isolated incident of unkind behaviour constitutes bullying. However, **a single serious incident may still constitute unacceptable behaviour, harassment, discrimination, abuse or safeguarding concern and will be addressed appropriately.**

Where a pattern of behaviour develops, staff will consider whether the behaviour meets the school's definition of bullying and will respond accordingly.

9.02 S.T.O.P.

Pupils are encouraged to use the school's **S.T.O.P.** approach when they experience behaviour that makes them feel uncomfortable, unsafe or unhappy.

S – Several T – Times O – On P – Purpose

Pupils are taught that bullying is behaviour that happens **Several Times On Purpose.**

Where it is safe and appropriate to do so, pupils can communicate clearly that behaviour is unwelcome by using the word “**STOP**”.

Pupils are encouraged to:

S – Speak T – To O – One P – Person

Speak to one person if they experience or witness bullying.

This may be a teacher, form tutor, pastoral member of staff, Head of Key Stage, member of SLT, parent/carer or another trusted adult.

Pupils should never feel that they have to deal with bullying themselves.

The school recognises that there may be circumstances where a pupil is unable to say “STOP” or speak directly to the person involved. This may be because of fear, anxiety, the nature of the behaviour, an imbalance of power, communication difficulties or other individual circumstances. In these situations, pupils should report their concerns directly to a trusted adult.

Responding to bullying

The school will investigate concerns about bullying promptly, fairly and sensitively.

The response will consider:

- What has happened.
- The impact on the pupil or pupils involved.
- Whether there is a pattern of behaviour.
- Any imbalance of power.
- The context in which the behaviour occurred.
- The views of the pupils involved.
- Any relevant SEND, safeguarding or individual circumstances.
- Whether the behaviour constitutes discrimination, harassment or child-on-child abuse.
- Whether external agency or police involvement is required.

Appropriate action will then be taken in accordance with the school's Behaviour Policy, Anti-Bullying Strategy and safeguarding procedures.

Consequences will be **proportionate and individualised**. The school will not automatically apply the same sanction to every pupil involved in an incident. Each pupil's role, circumstances and level of responsibility will be considered separately.

Where appropriate, restorative approaches may be used to repair relationships and help pupils understand the impact of their behaviour. Restorative approaches will **not** be used where they would be inappropriate or unsafe, particularly in cases involving significant power imbalances, sexual violence, sexual harassment or other serious safeguarding concerns.

The school will also provide appropriate support to pupils who have experienced bullying, recognising that the impact of bullying can continue after the behaviour has stopped.

For further information, including specific guidance for pupils, parents/carers and staff, please refer to the school's **Anti-Bullying Strategy**.

10 Behaviour Outside of School Premises

At Catshill Middle School, our expectations do not end at the school gate. We expect pupils to **Be Kind, Be Safe and Be Respectful** in the local community and when interacting with others online.

The school may take action in response to behaviour that occurs outside the school premises where it has a **clear connection to the school, its pupils or the orderly running of the school**.

This may include behaviour:

- During school-organised or school-related activities.
- During school trips, visits, residential or sporting events.
- When travelling to or from school.
- While wearing school uniform.
- When a pupil is otherwise identifiable as a member of the school.
- That affects another pupil or member of the school community.

- That could have repercussions for the orderly running of the school.
- That poses a threat to the safety or wellbeing of another pupil or member of the school community.
- That could adversely affect the reputation or operation of the school.
- That takes place online, including through social media, messaging platforms, gaming platforms or other digital communication, where it impacts on pupils, staff or the school community.

This may include, but is not limited to:

- Bullying or cyberbullying.
- Threatening or intimidating behaviour.
- Physical violence or fighting.
- Harassment or discrimination.
- Misuse of social media.
- Sharing inappropriate images or recordings.
- Child-on-child abuse.
- Behaviour that creates a safeguarding concern.
- Behaviour that significantly disrupts relationships or learning within school.

Where the school becomes aware of concerning behaviour outside the school premises, the incident may be investigated where it falls within the school's reasonable jurisdiction.

The school will consider the available evidence and the individual circumstances before deciding what action, if any, is appropriate.

Where behaviour is **non-criminal**, the school may investigate and take proportionate action where there is a sufficient connection to the school or its pupils.

Where behaviour may constitute a **criminal offence**, the school will consider whether the matter should be reported to the police. Safeguarding concerns will be managed in accordance with the school's safeguarding procedures.

Possible school responses include:

- A restorative or pastoral intervention.
- C sanctions or other behaviour consequences.
- A Pastoral Support Plan.
- Parental/carer involvement.
- Restrictions or additional supervision.
- Internal suspension.
- Suspension.
- Off-site direction.
- Permanent exclusion in the most serious circumstances and where the statutory threshold is met.

Any sanction will be considered on an **individual, proportionate and case-by-case basis** and will take account of the seriousness of the behaviour, the pupil's role and circumstances, the impact on others and any relevant safeguarding, SEND or other individual needs.

Parents/carers retain responsibility for their child's behaviour outside school. However, where behaviour outside school has a sufficient connection to the school or affects the safety, wellbeing, relationships or orderly operation of the school community, the school may exercise its behaviour and disciplinary powers in accordance with current legislation and DfE guidance.

The final decision about whether an incident falls within the school's jurisdiction and what school response is appropriate will rest with the **Headteacher**, acting in accordance with this Behaviour Policy, statutory guidance and the school's other relevant policies.

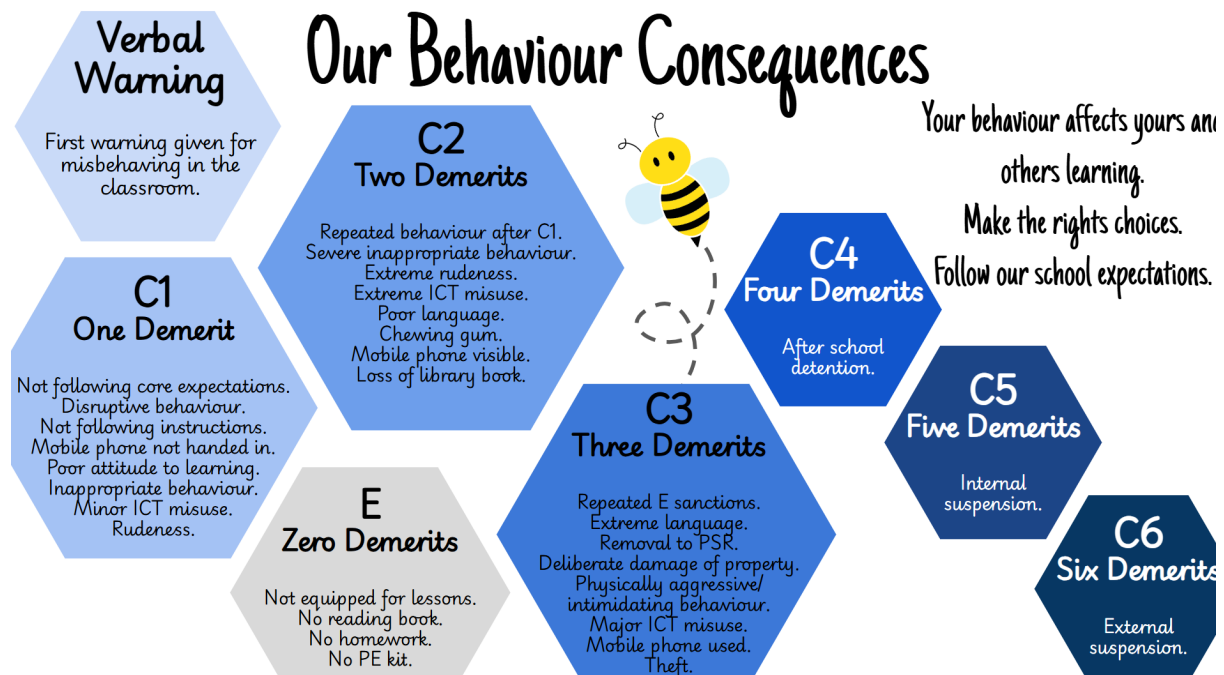
Appendix 1: Catshill Middle Core Expectations



Appendix 2: Catshill Federation Values



Appendix 3: Example Catshill Middle Behaviour Consequences



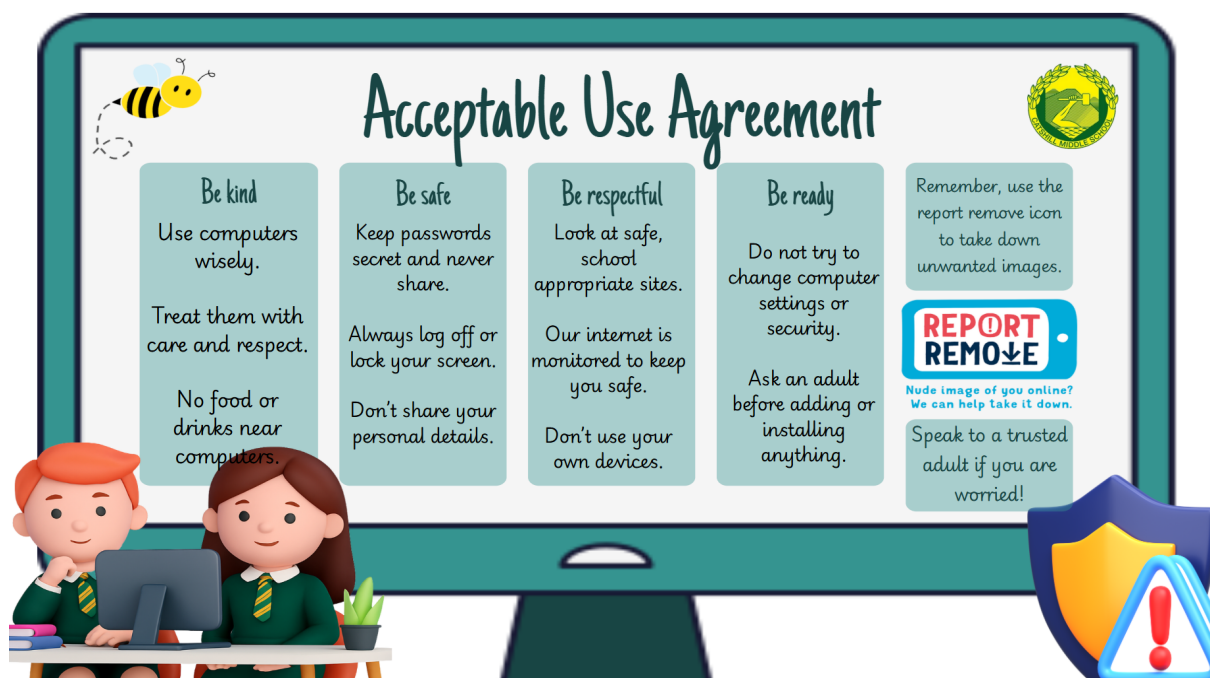
Appendix 4: Catshill Middle Rewards



Appendix 5: Catshill Middle Presentation Checklist



Appendix 6: Catshill Middle Acceptable Use Agreement



Appendix 7: Example Pastoral Support Plan (PSP)

Pupil: X		Class:	
Meeting cycle		Staff recording:	Present:
1. <i>Initial meeting</i> 2. First Review 3. Second Review			
What's going well - Family time - Good relationships with brother and sister - Spanish - D.T.	What are we worried about? <i>Including child's voice</i> - Being disrespectful - Friendships - Risk of PX/alternative provision	What needs to happen? <i>SMART Targets</i> 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> - 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?	Parent/guardian contribution <i>What my family will do to help</i> - Continue communication within the home - Restrict access to mobile devices	Pupil contribution <i>What I will do to help</i> - X agreed to meet her targets	
What does success look like? - 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:
HOME SCHOOL: (Name, Contact, Email, Phone)		RECEIVING SCHOOL: (Name, Contact, Email, Phone)	
PARENT/CARER DETAILS: (Name, Address, Email and Phone)			
CLA Y/N CP Y/N CIN Y/N	EHCP Y/N SEND Y/N	CONTACT DETAILS OF ANY OTHER PROFESSIONAL INVOLVED WITH THE STUDENT:	
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

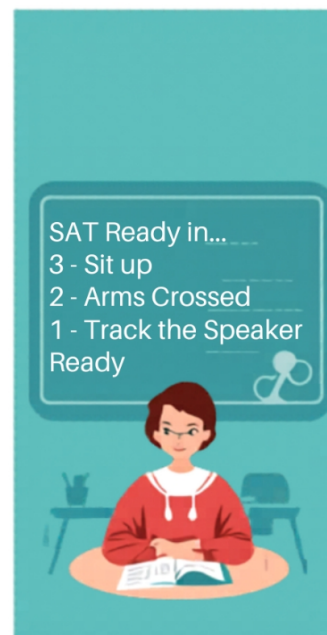
	Monday 17/11/25					Tuesday 18 / 11 / 25					Wednesday 19 / 11/ 25					Thursday 20 / 11/ 25					Friday 21 / 11/ 25				
	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5	P1	P2	AR	P3	P4	P5	
Target 1																									
Target 2																									
Target 3																									
Target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

SAT Ready in

3

2

1



3 Sit Up

- sit up tall in your chair
- back straight, feet on the floor

2 Arms Crossed

- fold your arms
- stay still and silent

1 Track The Speaker

- eyes on the speaker
- show you are ready to listen

Ready

Being **ready** means being **prepared**, **focused**, and **listening straight away**. This **reduces wasted time**, keeps the classroom **calm**, and helps everyone stay **engaged**, **learn more**, and make **better progress**.

Appendix 11: Daily Equipment Checklist

Catshill Middle Daily Equipment Check

Be Kind - Be Safe - Be Respectful - Be Ready



- 2 x blue handwriting pens
- 2 x pencils
- 1 x rubber
- 1 x ruler
- 1 x red pen



Students should attend school each day with the minimum equipment, below, so that they can properly engage with their learning.



Appendix 12: Graduated Response

Catshill Middle School Graduated Response

Safeguarding and / or SEN involvement if required				
	Lead	Graduated Response		
1 - 9 Demerits value	Universal Approach	Quality-first teaching, restorative practice, classroom strategies, positive reinforcement, reasonable adjustments where appropriate and ongoing monitoring by classroom teachers. Tutor phone call home to discuss personalised support.		
10 Demerits Value	Form Tutor, monitored by Head of Key Stage	Parent meeting, pupil voice, Behaviour Action Plan, ABC analysis, pastoral intervention, review of classroom strategies and reasonable adjustments. Blue Positive Behaviour Report initiated. Information shared with staff. Pupil is informed they are at risk of losing the next reward activity if behaviour does not improve.		
15 Demerits Value	Head of Key Stage with support from Pastoral	Review of Behaviour Action Plan, Assess-Plan-Do-Review cycle, targeted pastoral support, attendance and wellbeing review, mentoring or Nurture Room. Consideration of internal Nurture support. Where appropriate consideration of Early Help, SEND review and external agency involvement. Green Positive Behaviour Report implemented. Pupil loses their next reward activity. Pupil will be at risk of internal suspension		
25 Demerits	Pastoral Lead with support from Deputy Head	Formal review meeting with parents/carers, Personalised Support Plan, behaviour risk assessment where appropriate, review of all previous interventions, further consideration of Early Help, SEND review and external agency involvement. Amber Positive Behaviour Report implemented with regular monitoring and review. Pupil at risk of suspension due to repeated demerits		
35 Demerits	Headteacher and Deputy Head	Strategic review of all graduated response evidence, multi-agency planning where appropriate, review of safeguarding, attendance and SEND provision, consideration of specialist provision or Alternative Provision / Off site direction where appropriate. Red Positive Behaviour Report implemented and overseen by SLT with regular review meetings.		