



worcestershire
county council

Catshill Middle School

Behaviour Management Policy

Reviewed: September 2022

Next Review: September 2024

Signature:  **Chair of Committee**

Date: 06.09.22

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

Appendix One – Sanctions Pyramid

Appendix Two – Behaviour and Attitudes core values information

Appendix Three – Inappropriate behaviour: responses and consequences

Appendix Four – Behaviour Communication

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

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

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

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

2. Aims:

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

3. Expectations of Staff:

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

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

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

Staff are expected to:

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

Help pupils to feel comfortable and learn by:

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

Behaviour Management Strategies

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

4. Expectations of Pupils

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

Enter school in a calm, orderly manner

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

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

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

At lunchtime

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

At the end of the school day

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

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

Achievement is reinforced and recognised at Catshill Middle School through:

- Weekly epraise points – no demerits and 100% attendance.
- Positive comments written on work (See Marking Guidance).
- Weekly point prize draw – fortnightly draw live in assembly for KS2 and KS3.
- Student of the Week nominated by each class teacher for a range of positive behaviours such as – improvements noted, exemplary work, kindness, or achievement outside of school. This is worth +25 epraise points.
- Tangible rewards for epraise milestones, for example: free toast, pencils, pens, “Personal Non Uniform Days” and reward trips and activities.
- Verbal praise for positive contribution to lessons and / or good work.
- Epraise points for positive contribution to lessons and / or good work.
- Awarding of subject achievement stickers or certificates.
- Praise phone call home. (This is logged on epraise and is worth +10 epraise points)
- Head Teacher’s Award (This is worth +15 epraise points – wrist band, sticker, display / assembly, Newsletter).
- House Points certificates – Bronze, Silver, Gold, Gold with Honours Gold with Double Honours and Platinum awarded in Achievement Assembly and recorded on epraise.
- Putting good work on display.
- Showing good work and mentioning achievements (both school related and those achieved outside school) and presenting certificates in Achievement Assembly.
- Mention of specific achievements in newsletters, on Facebook and Governors Reports.
- Awarding of attendance certificates / class trophy and reward.
- Collective rewards such as extended break, year or class party / activity (for example a video at end of term, bowling, swimming).
- Pupils given positions of responsibility, for example: prefects, librarians, monitors, house captains and school councillors.

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

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

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

Sanctions include:

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

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

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

- Removal from classroom to Pupil Support Room or another location
- Lunchtime detention for poor behaviour on playground
- After school detention – after direct consultation with the child's parent or guardian after age and transport arrangements have been considered. Pupil reminder system in place.

Level 3 and beyond

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

Demerits (See Appendix 2 for Pupil version)

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

1. Pupils are often given a warning using our C system – for example, pupils are given a chance, communication between pupil and member of staff or the pupil is offered a chance to calm.
 2. If behaviours continue to be unacceptable pupils will escalate to a C1 (1 demerit and 10 minutes lunch detention, to a C2 (2 demerits and 20 minutes lunch detention)
 3. If a pupil is removed from a lesson 3 demerits are to be given. The pupil will work in another location e.g. Pupil Support and will lose 45 minutes of their lunch. SLT after reviewing the incident may escalate to a C4 and contact home for the pupil to do an additional afterschool detention
- Fifteen demerits in one term lead to an after school detention and letter home: Admin team to send letter checked by Head of School.
 - The third behaviour point detention in a term, leads to a one hour SLT after school detention, and a meeting with parents. The pupil is likely to be on report by this point.
 - Removal from lessons on three occasions during one week will lead to the pupil working in pupil support for part of day or a suspension.
 - Make up/nail varnish. The pupil will remove make up/nail varnish and receive social time detention and a demerit/s.
 - Mobile phones not handed in or chewing gum/other banned items = demerits
 - Demerits are nulled at the beginning of each new term

School Detentions

- Pupils' names are added to the detention list on epraise by the member of staff issuing a C1, C2 or C3.

- Lunch Detentions (C1-C3) will take place at the next possible lunchtime and will be monitored by a member of SLT.
- Afterschool detentions take place after review of a C3 or due to repeated failure to meet school expectations. A member of SLT will review each case individually and contact parents directly for pupils to do their after school detention at the earliest possible opportunity.
- Lunch and After school detentions will be monitored and reviewed by SLT.
- Parents will be informed via epraise for a lunchtime detention using the Intervention function within epraise or after a phone call home with a member of SLT.
- Non-attendance (without school agreement) at detentions leads to a repeated detention and/or loss of social time.

Pupil Support Room – Inclusion Team

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

1. The aim is for the pupil to recover their behaviour and return to lessons as soon as possible, however it may not be appropriate for some pupils to return to the lesson they have left.
2. **On arrival at the room** all pupils should complete a Reflection sheet or other equivalent work. Each item should be written in complete sentences in the pupil's best handwriting. Issue a second activity if the first one is unsatisfactory. Reflection sheets should be placed in pastoral folder.
3. The pupil will then work on one of the worksheets available in the room or continue with the work from the lesson.
4. Referrals are logged and monitored using epraise: parents will be contacted formally if a pupil is referred to pupil support.
5. *Note – the room is also used at lunch and break times for those pupils who behave inappropriately on the playground and in the corridors.*

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

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

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

- o Classroom teacher speaks to pupil
- o Duty staff speak to pupil
- o Support staff speak to pupil
- o C Warning (when possible)
- o Name written on behaviour chart in classroom
- o C1 one demerit given and recorded on epraise with 10 minute lunch detention

Level 2 Implementation: Class Teacher now aware and actively supports

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

- o C2 - two demerits given and recorded on epraise with a 20 minute lunch detention given
- o Break / lunchtime detention from the adult in charge

- Fill in incident/investigation log for bullying

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

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

- C3 - Three demerits given and recorded on epraise with a 45 minute lunch detention given.
- p Removal from lesson for short time to a new location.
- Lunchtime detention if problem is on playground (Pupil Support)
- Contact parents and ensure epraise is being accessed.
- After school detention after review of C3 by member of SLT.
- Possible use of Blue or Green Fresh Start report book, target setting. (Class Teacher / Key Stage Pastoral Leader).
- 'School Action' – IEP / IBP / BMP [optional at this level] (Key Stage Pastoral Leader / Class Teacher, Pupil Support team).

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

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

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

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

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

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

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

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

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

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

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

Appendix Two

Catshill Middle School Behaviour & Attitudes Core Values

- Be Kind
- Be Safe
- Be Respectful

Every child at Catshill Middle School will be taught about the importance of these values. These values will underpin the way that all members of the school community behave on a daily basis.

We understand that there will be times when a child struggles to display these values. In order to help a child improve their behaviours, we have in place a sequence of support mechanisms and, ultimately, consequences.

| | |
|--|---|
| <ul style="list-style-type: none">• Chance• Calm• Communication | <p>The teacher will give the child a warning. This will be done appropriately for the needs of the child and the severity of the incident.</p> <p>The child may be offered an opportunity to calm down and communicate through the behaviour concern.</p> |
|--|---|

Following this, if the child still fails to display our school values then the following consequences will be enforced.

1. **C1: ONE DEMERIT - 10 minutes lunch detention**

- a. Disruptive behaviour
- b. Not following instructions
- c. Inappropriate behaviour
- d. Rudeness
- e. No PE kit (if no note from parents)
- f. No pen or pencil (If not enough points to purchase)
- g. Minor ICT misuse

If a child continues to fail to display the school values, or for more serious incidents then the following procedures will come into effect.

2. **C2: TWO DEMERITS - 20 minutes lunch detention**

- a. Repeated disruptive behaviour
- b. Repeated not following instructions
- c. Severe inappropriate behaviour
- d. Major rudeness
- e. Extreme ICT misuse
- f. Poor language
- g. Chewing gum
- h. Mobile phone visible

3. C3: THREE DEMERITS - 40 minutes lunch detention

- a. Extreme language
- b. Use of mobile phone within school
- c. Physically aggressive / intimidating towards person or item
- d. Theft
- e. Extreme ICT misuse
- f. Removal to Pupil Support for continued disruptive behaviour

4. *C4 FOUR DEMERITS PSR / Afterschool Detention

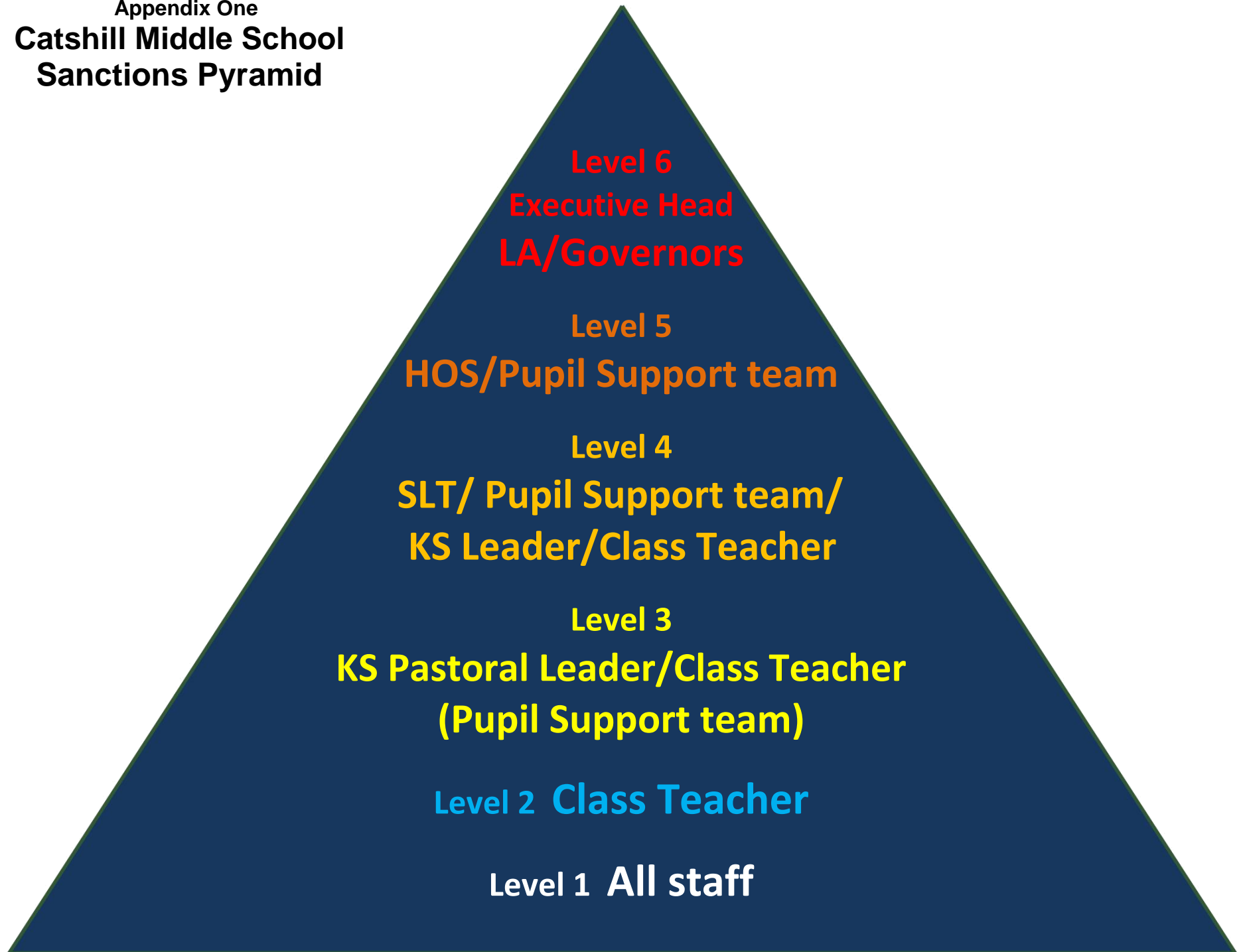
- a. SLT - Decision after review of incident

Appendix Three

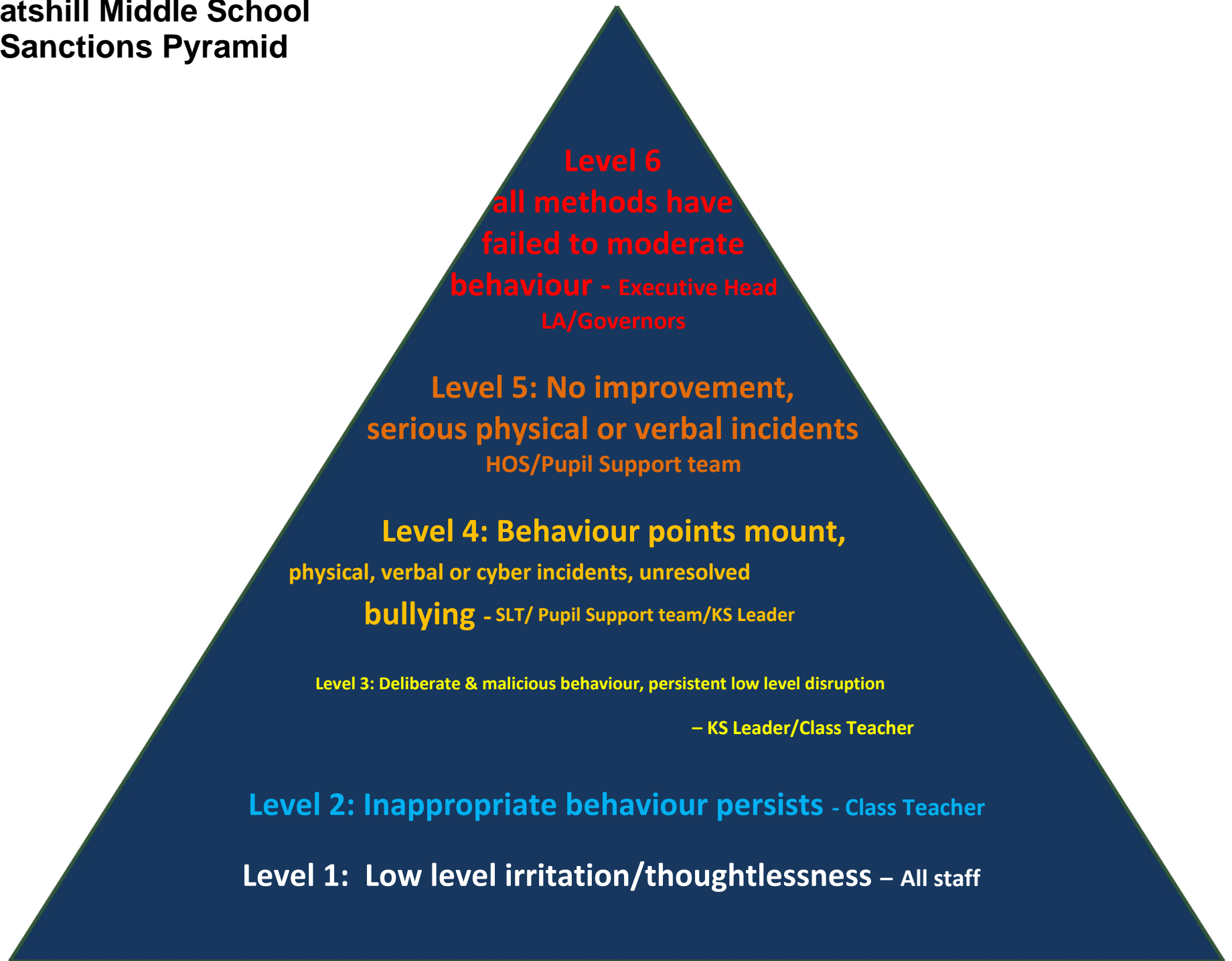
Inappropriate Behaviour: Responses and Consequences

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

Appendix One
**Catshill Middle School
Sanctions Pyramid**



Catshill Middle School Sanctions Pyramid



Appendix Four

Behaviour Communication

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

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

| | | | |
|---|---|--|--|
| Pupil Stories or Parent Log (white) if sensitive | To document all conversations with parents: especially when the subject is emotive. E.g. child accused of racist comment which he denies | Completed by the member of staff concerned, with actions and updates added | KS Pastoral Leader, SLT |
| School Bullying Record | For incident/investigations which are classified as bullying – refer to Anti-bullying Policy | Once confirmed by SLT log completed by SD | SLT / Pupil Support team |
| School Homophobic Record | For incident/investigations which are classified as Homophobic or racial | Once confirmed by SLT log completed by SD | SLT / Pupil Support team |
| School Racial Record | Log on epraise/pupil stories/confidential form | Once confirmed by SLT log completed by SD | SLT / Pupil Support team |
| Briefing / Staff Bulletins | Any member of staff can mention a pupil whose behaviour is causing concern | All staff | All staff to read and refer to minutes HOS |
| Report Books, FRESH START: The expectations | GREEN: Parents contacted. Documents pupils progress against personalised targets to secure positive behaviour. To support and monitor. Fixed period – usually 10 days. Report is monitored at break, lunch and end of the day by the assigned member of staff. Each target not successfully met equals a 5 minute break or lunch detention. If successful pupil moves off report. If unsuccessful, escalates to AMBER | Class/subject teacher | KS Pastoral Leader |
| remain the same, but the consequences are | AMBER: Parents involved. As Green report, but each target not successfully met equals a 10 minute break or lunch detention. | KS Leader | HOS |
| more severe | If successful pupil moves back to green report to continue support, at a lower level. If unsuccessful, escalates to RED | | |
| | RED: High alert – pupil could be at risk from | SLT | HOS/Executive Head |

suspension/permanent exclusion. As Amber report, but each target not successfully met equals a 10 minute break or lunch detention. Parents involved regularly/daily to help support change.

*BLUE: Used as a monitoring report with an emphasis on reward. This is used for pupils at risk of going on to Green report or those that need to additional reassurance and focus of targets brings.

A child can start on any colour of Fresh Start report book, according to need

Teacher

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