



CHURCH HILL MIDDLE SCHOOL BEHAVIOUR POLICY

Recommended by: BHa
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Ratified by: LAGB

Signed: Chair

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Next Review: Spring term 2026
Policy Tier (Central/Hub/School): SCHOOL (CH)

Statement of Intent

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Pupils in the schools of the Central Region Schools Trust are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

Objectives of policy

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and governors.

Implementation of policy

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way, including how the school meets its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The behaviour guiding principles are outlined in Appendix A

The behaviour expectations are outlined in detail in Appendix B

The behaviour procedures are outlined in Appendix C

The responsibilities of our different stakeholders are outlined in Appendix D

Definitions of key terms are outlined in Appendix E

The Legislation and statutory requirements of this policy are outlined in Appendix F

Links with other policies are outlined in Appendix G

Behaviour Support Plan is outlined in Appendix H

Evaluation and development of policy

The policy will be developed through consultation with staff, pupils and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy, the Child Protection policy and the Exclusions policy. Pupils will be consulted about, and informed of, any changes to the policy.

Review cycle of policy

This policy will be reviewed by the Trust through appropriate committees every year in accordance with the Trust's review cycle.

Appendix A: Behaviour Guiding Principles

'Church Hill Middle School seeks to be a happy, purposeful and welcoming community, based on caring relationships and respect for each individual.'

The school acknowledges that behaviour can sometimes be the result of educational, mental health, or other needs, and will address these needs via an individual graduated response.

- Our primary concern is the safety, well-being and education of all pupils.
- All members of our community will be treated inclusively.
- We will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding and kindness throughout the community in everyday practice.
- All pupils, staff and visitors should feel safe in the school environment.
- All pupils have a right to fulfil their potential and feel that they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Expectations for behaviour, rewards and sanctions will be consistently applied.
- In cases of poor pupil behaviour, regardless of how sustained and disruptive, the pupil's circumstances, possible special educational needs and disabilities must be taken into account. Comprehensive support will be given before, or alongside disciplinary measures.
- Exclusions will be used as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff will not be tolerated.
- Guidance on the use of reasonable force is clearly set out within the behaviour policy.

At Church Hill, we expect that pupils should follow these rules:

- We are **ready** for learning by having the right attitude, equipment and uniform.
- We are **respectful**, polite and considerate towards all
- We **aspire** to always do our best
- We keep everyone **safe**.
- We **care** for our community.

At times of national crisis, such as the recent COVID-19 pandemic, serious or persistent breaching of additional rules put in place to protect the health, safety and well-being of the school community may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including, in extreme cases, permanent exclusion.

APPENDIX B: Behaviour Expectations

Pupils are expected to behave well in and out of lessons, and travelling to and from school.

Our expectations for pupils are:

- Be an ambassador for the school at all times.
- Adopt a positive attitude to learning and participate fully in school life
- Be polite, considerate and respectful towards other adults and children in school
- Always wear the correct school uniform and have a tidy appearance
- Keep the school litter free and care for the environment
- Take care of school equipment, the buildings and grounds
- Be fully equipped for learning every day
- Keep the agreed class and school rules and behave well at all times
- Be responsible for taking communications to and from home and the school.
- Look after each other and keep safe
- Be punctual and attend every day
- Follow the Acceptable Use Policy when using ICT resources

Our expectations for staff

Pupils behave better where they can actively and successfully engage in their learning. Teachers and other staff should set high expectations of pupils in lessons both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher or tutor and staff are respected most when they deal quickly, fairly and consistently with poor behaviour in lessons.

Our expectations for staff in supporting good behaviour are:

- Ensure that the code of conduct is clear displayed in classrooms and adhered to.
- Clearly explain to pupils what will happen if they breach the code of conduct so they are aware of the sanctions that will be imposed.
- Establish and adhere to clear classroom routines
- Use praise to help pupils feel valued and ensure pupils' work and efforts are celebrated.
- Use rewards consistently and fairly
- Form positive teacher – pupil relationships
- Ensure that the classroom environment is conducive to promoting high expectations.
- Implement de-escalation strategies to diffuse a situation.
- Follow the Behaviour Recovery Plan consistently

Behaviour out of school

Schools now have the power to exercise discipline beyond the school gates. The behaviour expectations of Central Region Schools Trust pupils are the same whether they are in school, taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a pupil of the school. The expectations also apply to pupils involved in activities out of school which could:

- have repercussions for the orderly running of the school
- adversely affect the reputation of the school or pose a threat to another pupil
- pose a threat to another pupil or a member of the public

In all of the instances above the same system of sanctions will be applied.

Online Behaviour

Sanctions may be applied for misbehaviour at any time, including misbehaviour online. See also the E Safety policy and Acceptable Use policy.

Malicious Allegations

The school will take very seriously any allegations made against school staff. Where these are found to be malicious, the perpetrator(s) should expect a severe sanction. The Principal will take the decision on whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix C : Behaviour Procedures

All staff should follow the procedures as outlined in the Positive Behaviour Support Plan (Appendix H). The Positive Behaviour Support Plan details the graduated response that the school makes in response to behaviour depending on the frequency and seriousness of those behaviours.

Rewards

Positive behaviour will be rewarded through

- Verbal praise
- EPraise points
- Letters, postcards or phone calls home to parents
- Special privileges
- Rewards and trips
- Celebration assemblies
- Recognition on the Weekly Update
- Opportunities for student leadership

Sanctions

Sanctions should be at an appropriate level for the misbehaviour, or may be more serious for repeated or serious misbehaviour. These are outlined in the Positive Behaviour Support Plan.

Poor behaviour will be sanctioned through:

- Classroom behaviour management techniques
- Break, lunchtime or after school detention
- Letters, phone calls home
- Meetings with parents
- Parking
- Isolation
- Alternative provision
- Fixed term suspensions or permanent exclusions

Positive Handling/reasonable force

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.

Physical restraint will only be used as a last resort and as a method of restraint.

All staff will attempt to use de-escalation strategies before the use of physical intervention, except in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

All incidents of physical intervention must be recorded and reported to parents.

Searching pupils

Staff have the legal right to search pupils if there are serious concerns over such things as weapons, alcohol, illegal or unauthorised drugs, stolen property or recordings that would invade pupil and staff privacy. This could mean asking a pupil to empty their pockets and school bag; to remove their shoes and shake them out; and to remove outer clothing. If consent is not given, then it is likely that the police will be called. Further searches would be conducted by the police.

It is normal practice to have another member of staff to witness the search.

School property such as lockers could be searched if there is reasonable suspicion that dangerous or stolen items are there, and although consent for searching school property is not required, individuals will be made aware that such a search is taking place.

Any illegal or unauthorised materials will be confiscated and labelled

Confiscation

Any prohibited items (listed below) found in a pupil's possession will be confiscated and an appropriate sanction issued.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters or other smoking paraphernalia
- E-cigarettes, vapes or associated paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Laser pens
- Chewing gum
- Energy drinks
- Coffee

These items may not be returned to pupils but either disposed of, given to the police or returned to parents. We will also confiscate any item which could disrupt learning. These items may be held by school during an investigation and will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Suspensions and Exclusions

Suspensions are only used in cases where there has been a significant or persistent breach of the school's behaviour policy.

All fixed term suspensions are followed with a readmission meeting which should be attended by the child and their parent(s)/ carer. A plan for the pupil's future behaviour is agreed at this meeting. Fixed term suspensions are decided by the Senior Vice Principal or Principal.

Permanent exclusions are subject to a legal procedure. They are recommended by the Principal and are conducted by a Governor Disciplinary Panel.

Isolation

It may be necessary to move pupils to a separate room away from other pupils for a limited period.

The school will ensure that pupil's health and safety is not compromised during their time in isolation, and that any additional requirements such as SEND needs, are met.

In these cases, pupils will be set appropriate work to complete. There is an expectation that restorative work will also be completed between the pupil and relevant members of staff.

Only members of the Senior Leadership Team can make the decision to place pupils in isolation.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All staff at the school can impose detention on a pupil. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

Parental consent is not required for detentions; however, parents/carers must be notified if an after school detention is issued. When issuing detentions which are outside of school hours, the member of staff will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable
- Whether suitable transport arrangements are in place to enable the pupil to get home safely.

Support for pupils

The school recognises its legal duty under the Equality Act 2010 and within the SEND Code of Practice 2014 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Access and Inclusion Lead and/or pastoral team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs. Where necessary, support and advice will also be sought from external agencies, medical practitioners and/or others, to identify or support specific needs.

Managing Behaviour

Instances of poor behaviour are taken seriously and should be dealt with immediately. Pupils who do not comply with sanctions for poor behaviour or who show a serious or persistent breach of this policy will be escalated through the behaviour sanction system as outlined in the Positive Behaviour Support Plan.

Reporting Bullying, Racist, Sexual and Homophobic incidents

At Central Region Schools Trust we do not accept Bullying, Racist, Sexual and/or Homophobic incidents. As a school we have a separate reporting and tracking protocol. Please see Appendix E which outlines the protocol to be followed when reporting, together with the sanction, interventions and support that can be put in place for both the victim and the perpetrator.

Appendix D: Responsibilities of Stakeholders

The Governing body is responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

The Principal is responsible for establishing the standard of behaviour expected by pupils at the school; determining the school rules and any disciplinary sanctions for breaking the rules; the day-to day implementation of the policy; publishing the policy and making it available to staff, parents and pupils; reporting to the governing board on the implementation and its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Lead for Access and Inclusion is responsible for collaborating as part of the SLT to determine the strategic development of behavioural and SEMH policies and provisions in the school; Undertaking the day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND; supporting teachers in providing the correct support for pupils with SEND.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures; supporting staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour; monitoring behaviour in the whole school and offer support and training to deal with any behaviour issues.

Phase Leaders are responsible for dealing with matters within their 'phase' (and beyond as required to meet the needs of the team), supporting staff in their use of rewards and sanctions and seeking support for those pupils whose behaviour is deteriorating.

Teaching staff are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all pupils; modelling high standards by being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with pupils, colleagues, parents and members of the community; being aware of the signs of SEMH-related behavioural difficulties; setting high expectations for every pupil; planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential; being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that pupils do also; promoting a supportive and high quality learning environment, and for modelling high levels of behaviour; addressing pupils who display poor levels of behaviour.

Pupils are responsible for their own behaviour both inside school and out in the wider community; reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school; supporting the school to realise its high expectations of achievement and behaviour; working in partnership with the school and support the Home School Agreement.

Appendix E: Definitions

Misbehaviour / poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance
- Incorrect uniform

Serious misbehaviour / poor behaviour is defined as:

- Physical Assault
- Aggressive behaviour
- Intimidation
- Jeopardising the health and/or well-being of pupils or staff
- Repeated breaches of the school behaviour policy
 - Bringing the school into disrepute
- Any form of bullying or harassment both in school, outside of school or online.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Damage to school property
- Persistent disruptive behaviour
- Theft
- Fighting
- Smoking
- Drug or alcohol related incident
- Use of offensive or abusive language
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour
- Possession of any prohibited items
 - Unsafe behaviour which may result in harm to themselves or others
- Truancy
- Defiance towards staff
- Inappropriate use of mobile phone
- Disrupting the smooth running of the school
- Bringing the school into disrepute

Appendix F: Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Searching, screening and confiscation at school
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy and anti-bullying strategy online.
- • Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written

Appendix G: Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Safeguarding Against Extremism Policy
- SEN Policy
- E-Safety policy
- Anti-bullying policy
- Medicines policy

Appendix H: Behaviour Support Plan

Category	Behaviour	Sanction
C1 CPOMS	Off task Lack of work Lateness Uniform Breach	Reflective conversation during social time with the issuing adult. Loss of social time to complete work.
C2 <ul style="list-style-type: none"> CPOMS Inform parent/ carer Class teacher report 	Rudeness to staff Defiance Disrupting the learning of others Using a mobile phone in school Unkindness to peers Self-exiting Theft Graffiti Out of bounds Active support of others' negative behaviours	20-minute after school detention Confiscation of mobile phone <u>Social time behaviours:</u> SLT detention (20 minutes)
	3+ C2s in 1 week	40-minute SLT detention M/W/F
C3 <ul style="list-style-type: none"> CPOMS Inform parent/carers Phase Leader report 	Repeated C2 behaviours Intimidation of staff or pupils Physical incident Damage to property Use of offensive language, including swearing Use of discriminatory language Sexualised behaviour or language Bullying Missing a detention Absconding school site Truancy Bringing the school into disrepute Refusal to conform with expectations Disrupting the smooth running of the school	Phone call/meeting with parent/carers Isolation/Refocus Reparatory work with pastoral team
C4 <ul style="list-style-type: none"> CPOMS Inform parent/carers SLT report / PSP 	Repeated C3 behaviours Physical assault of a pupil Physical assault of an adult Discriminatory behaviour Bringing the school into serious disrepute Sexualised behaviour or language Verbal abuse/intimidatory behaviour	Phone call with parent/carers Fixed term suspension Restorative work with pastoral team
C5 <ul style="list-style-type: none"> CPOMS Inform parent/ carer 	Repeated breaches of the behaviour policy Serious breach of the school behaviour policy Serious physical assault of a pupil Serious physical assault of an adult Possession of/attempted use of banned and/or dangerous items Bringing the school into serious disrepute	Phone call with parent/carers Exclusion

We have high expectations of pupils' behaviour at Church Hill Middle School and pupils should aspire to behave well in lessons, during social times and in our wider community. Our school values drive our behaviour policy and reflect our commitment to the development of the whole child. Through our tutor time

programme, and reparative interventions, pupils are taught to take responsibility for their own behaviours and learn how to make positive choices.

We are committed to fully supporting the mental health and wellbeing of pupils and strive to be as inclusive as we can in our decision making. Negative behaviours result in sanctions which take into account the level of concern, impact on learning or wellbeing and the context of the individual incident. The Behaviour Support Plan is used as a guide, and behaviour instances may be investigated further using strategies such as witness statements and CCTV footage to determine where the behaviour sits. Whether behaviour is positive or negative, pupils communicate their needs, experiences and emotions through the behaviours they present. Therefore, all sanctions will be supported by an opportunity for the child to discuss their actions and feelings with a member of staff.

Staff promote positive behaviours through building strong and nurturing relationships with pupils whilst also seeking to understand and challenge instances of behaviour which do not comply with our expectations.

With classroom behaviours, prior to issuing a sanction, teachers will use a range of strategies to support the child in making the right choices. This includes, but is not limited to, verbal warnings, change of seat, and clarification of instructions.

In KS3, notification of a 20-minute after-school detention will be done via EPraise. In KS2, this will be done via a phone call to arrange. In the case of a 40-minute SLT detention being issued, this will be communicated with yourself by one of the pastoral team.

If you wish to discuss incidents with your child's teacher, please contact them directly via EPraise to arrange. Due to teaching timetables, please allow 48-hours for the member of staff to respond.