

CHURCH HILL MIDDLE SCHOOL

BEHAVIOUR POLICY



Recommended by: LJa
Recommendation Date: 04/02/26

Ratified by: LAGB

A handwritten signature in black ink, appearing to read 'S. Perrett'.

Signed: Ms S Perrett

Chair of governors

Ratification Date: 04.02.2026

Next Review: 04.02.2027

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. 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. Church Hill Middle School is committed to creating and maintaining a calm, safe and supportive learning environment in which all pupils are able to learn effectively, feel valued, and achieve their full potential. High standards of behaviour are essential to ensuring that teaching and learning can take place without disruption and that all members of the school community feel safe and respected.

We believe that positive behaviour is best achieved through strong relationships, clear expectations, consistent routines and high-quality teaching. Behaviour is taught, modelled and reinforced through the school's behaviour curriculum, assemblies, tutor time, and everyday interactions.

The school recognises that behaviour can be a form of communication and that pupils may display challenging behaviour as a result of unmet educational, social, emotional or mental health needs. We are committed to early intervention, graduated support and inclusive practice, while maintaining clear boundaries and high expectations for all pupils.

This policy has been developed in line with current Department for Education (DfE) guidance and reflects our legal duties under the Education and Inspections Act 2006, the Equality Act 2010, and safeguarding legislation.

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 considered. 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.

Our Behaviour Expectations

At Church Hill Middle School, behaviour expectations are simple, clear and consistently applied. Pupils are expected to always follow the Golden Rules, both in school and when representing the school in the wider community:

- We are **Ready** for learning by having the correct attitude, equipment and uniform.
- We are **Respectful**, polite and considerate towards everyone.
- We keep ourselves and others **Safe**.
- We **Take responsibility** for our learning and our behaviour.

These expectations apply:

- In lessons and social times
- Around the school site
- When travelling to and from school
- During school visits and extra-curricular activities
- Online, including behaviour on social media or digital platforms where pupils can be identified as members of the school 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 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
- Positive points on Arbor

- Postcards, SLT postcards or phone calls home to parents
- Special privileges
- Rewards and trips
- Celebration assemblies
- 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
- Student placed on behaviour report
- Parking in another class or office
- Refocus
- Offsite refocus (temporary refocus in another local school).
- Alternative provision
- Fixed term suspensions or permanent exclusions
- Off site directions

Use of Reasonable Force and Restrictive Interventions

All members of staff have the legal power to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Seriously disrupting good order and discipline

The use of reasonable force will:

- Always be a last resort
- Be proportionate and necessary
- Use the minimum level of force required
- Never be used as a punishment

Wherever possible, staff will use de-escalation strategies before any physical intervention. In most circumstances, a second adult will be present to witness any physical intervention.

All incidents involving reasonable force or restrictive intervention will:

- Be recorded promptly
- Include details of de-escalation attempts
- Be reported to senior leaders
- Be communicated to parents/carers as soon as practicable
- Be reviewed to identify patterns, safeguarding concerns or additional support needs

The school's approach reflects current DfE guidance and forthcoming statutory requirements relating to the recording and reporting of restrictive interventions, particularly for pupils with SEND.

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 and 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
- Large quantities of sweets or other items
- 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
- Phones
- 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.

Mobile Phones

Church Hill Middle School operates a **mobile-phone-free environment** during the school day. Mobile phones are **not permitted to be used on the school site without explicit permission from a member of staff**.

Pupils who bring a mobile phone to school are required to **hand their phone to their form tutor at the start of the school day**, where it will be **locked away securely and returned at the end of the day**. This arrangement is provided to support pupils in complying with the school's expectations; however, **mobile phones are brought into school at the pupil's own risk**, and the school cannot accept responsibility for loss or damage.

Any pupil found **using a mobile phone on the school site without permission**, including during social times or lessons, will receive a **sanction in line with the Behaviour Policy**, and the device may be confiscated.

Suspensions and Permanent Exclusions

Suspensions and permanent exclusions are used **only as a last resort**, where there has been a serious or persistent breach of this behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

In line with DfE guidance:

- Suspensions are reserved for **serious incidents**, particularly those involving violence or significant risk
- Internal provision (such as Refocus) will be considered for non-violent behaviour wherever appropriate
- The individual circumstances of the pupil, including SEND, SEMH and safeguarding factors, will always be considered

All suspensions are authorised by the Principal or Vice Principal and will:

- Be followed by a reintegration meeting
- Include a clear plan to support improved behaviour
- Involve the SENDCo where the pupil has an EHCP or identified additional needs

Permanent exclusions follow statutory procedures and are only considered in exceptional circumstances.

Removal from the Classroom (Internal Suspension / Refocus)

In line with Department for Education guidance, the school may require a pupil to be **removed from the classroom** for serious disciplinary reasons. This is referred to at Church Hill Middle School as **Refocus**.

Removal from the classroom is a **serious sanction** and will only be used when:

- Other behaviour management strategies have been attempted and have not been successful, or
- The behaviour is so disruptive, unsafe or serious that immediate removal is necessary.

When a pupil is placed in Refocus:

- The pupil will remain in a **supervised setting**
- The pupil will continue to receive **meaningful educational work**
- The pupil's **health, safety and SEND needs** will be considered at all times
- The placement will be **time-limited and reviewed regularly**

- **Parents/carers will be informed on the same day**
- **Restorative work must be completed during this time.**

Removal from the classroom is distinct from:

- A short, informal request for a pupil to step outside a classroom for a conversation
- Suspension (which involves removal from the school site)

Only members of the Senior Leadership Team or Pastoral Team may authorise removal from the classroom.

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.

Child-on-Child Abuse, Bullying and Discriminatory Behaviour

Church Hill Middle School recognises that some behaviour, including bullying, sexual harassment, sexualised behaviour and discriminatory language, may constitute child-on-child abuse and will always be treated as a safeguarding concern.

The school does not tolerate:

- Bullying (including online bullying)
- Racist, sexist, homophobic, biphobic or transphobic behaviour
- Sexual harassment or sexual violence
- Discriminatory language or behaviour
- Any behaviour that causes harm, fear or intimidation

All incidents will be:

- Logged and monitored
- Investigated in line with safeguarding procedures
- Addressed through appropriate sanctions and support
- Managed with the welfare of both the victim and the perpetrator in mind

Serious incidents will be referred to the Designated Safeguarding Lead and managed in line with Keeping Children Safe in Education and the school's safeguarding policies.

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
- The selling of items on school premises

Appendix F: Legislation and statutory requirements

This policy has due regard to the following legislation and guidance:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Suspension and Permanent Exclusion from Schools (DfE, August 2024)
- Searching, Screening and Confiscation (DfE, July 2023)
- Keeping Children Safe in Education (most recent edition)
- SEND Code of Practice (2015)
- • 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

CHMS Behaviour System

At Church Hill Middle School, sanctions are separated according to whether the behaviours were a breach of lesson expectations or outside expectations.

Lesson Expectations

With regards to lesson expectations, a teacher will deploy their toolkit to promote positive behaviours. Where a conversation is needed and the behaviour is amended, a learning conversation will take place and will be logged as an LC on Arbor. No further action is required.

If the behaviour persists, a learning detention is given by the teacher where a restorative conversation will take place.

LC	Expectation	Action
	We are on time and ready to learn	Conversation had with member of staff. Logged on Arbor. Heads of Year to monitor.
	We work hard and are resilient learners	
	We actively listen and collaborate respectfully	
	We act on instructions without comment	
	We take pride in our presentation	

LD	Expectation	Action
	We are on time and ready to learn	15 minutes detention held by issuing staff member. Restorative conversation. Logged on Arbor. Phase to monitor.
	We work hard and are resilient learners	
	We actively listen and collaborate respectfully	
	We act on instructions without comment	
	We take pride in our presentation	

Outside Expectations

With regards to outside expectations, a daily breaktime detention will take place for standards. This includes uniform breaches and late to school.

Where these standard breaches are repeated, or a breach of the other outside expectations takes place, there will be a 20-minute after school detention issued, held by the phase team.

	Expectation	Action
	We wear our uniform with pride	10-minute breaktime detention. Pastoral Support to monitor.
	We are on time and follow our timetable	

	Expectation	Notes	Action
	We are kind and respectful to each other		15 minute Phase detention. Logged on Arbor. Phase to monitor.
	We wear our uniform with pride	Repeated uniform breach	
	We are on time and follow our timetable	Repeated lates	
	We walk calmly in the corridor		
	We avoid physical contact		



CHMS Behaviour System

LC	Expectation	What this looks like?	Example breaches (including but not limited to)
Lesson expectations	We are on time and ready to learn	Arrives on time and enters calmly. Has correct equipment and uniform. Settles quickly and starts the task promptly.	Late to lesson. Slow to settle. Out of seat without purpose. Self-exit from lesson without permission. Truancy/not attending lesson. Talking instead of starting work.
	We work hard and are resilient learners	Stays on task. Attempts work even when it is challenging. Accepts feedback and improves work. Completes a reasonable amount	Off task (daydreaming, chatting instead of working). Work avoidance. Incomplete work with no valid reason. Refusal to start work. Ignoring feedback or refusing to improve work.
	We actively listen and collaborate respectfully	Looks at the speaker and listens. Uses polite, inclusive language. Works constructively in pairs/groups. Speaks respectfully.	Calling out/making noises. Talking over teacher or peers. Distracting others on purpose. Muttering or comments under breath. Lack of respect to staff or peers—inappropriate language, unnecessary/unkind comments.
	We act on instructions without comment	Follows the first instruction promptly. Accepts correction calmly. Moves seat/starts/stops when asked. Uses appropriate tone when spoken to.	Defiance: clear refusal to follow a reasonable instruction. Ignoring or walking away from an adult when spoken to. Arguing/commenting with an instruction after it has been clarified. Questioning of simple requests ("Why should I?"). Delayed or passive refusal (sitting, not moving after a clear instruction).
	We take pride in our presentation	Work is neat and legible. Books and equipment are cared for. Area is left tidy.	Untidy, rushed or illegible work. Throwing or misusing equipment/resources. Missing dates/titles/layout despite reminder. Scribbling or graffiti

	Expectation	What this looks like?	Example breaches (including but not limited to)
Outside Expectations	We are kind and respectful to each other	Uses kind, respectful language. Respects differences and personal space.	Unkindness—use of nicknames, teasing, name-calling. Deliberate exclusion from activities. Encouragement of poor behaviour. Threatening or intimidating behaviour. Talking about others behind their backs.
	We wear our uniform with pride	Wears full correct uniform/kit. Wears it correctly without additions.	Incorrect or incomplete uniform. Non-compliance—shoes, hoodies, coats. Refusal to rectify uniform. Make-up/jewellery/inappropriate hair colour.
	We are on time and follow our timetable	Arrives on time to every lesson/registration. Goes to the correct place. Remains where they are supposed to be.	Truancy. Late to lessons (5 minutes or more). Out of bounds.
	We walk calmly in the corridor	Walks. Keeps moving and does not block others. Voice at appropriate volume.	Running/rushing/chasing. Shouting.
	We avoid physical contact	Keeps hands, feet and objects to self. Respects personal space.	Pushing/hitting/kicking/shoving. Play fighting. Invading personal space.

CHMS Behaviour System

Where behaviours are repeated further, or are more significant in nature, pupils will receive an escalated sanction.

When pupils spend time in our refocus room, it is for a restorative purpose. The pupil will have a restorative conversation with a member of staff, addressing their perspective, and unpicking the nature of their behaviours. This is complimented by restorative work whereby the pupil reflects on their choices.

Where pupils are issued with a suspension, they will spend a session in refocus upon their return to school. Again, this is for a restorative purpose and to provide an opportunity for education and reflection around the choices made.

Further support as per our waved provision may be put in place to further support any behaviours seen.

Refocus	Expectation	Action
R	Repeated LDs	Recommended by Phase Lead or SLT 1 session in refocus. Restorative conversation. Reparatory work. Logged on Arbor. 40-minute SLT detention. OCO to monitor.
R	Repeated O2s	
R	Truancy (more than 15 minutes).	
R	Physical incident	
R	Swearing	
R	Discriminatory language	
R	Bullying	
R	Absconding school site	
R	Bringing the school into disrepute	

	Expectation	Action
S	Repeated refocus (3 in a week)	Recommended by SLT
S	Repeated Truancy	Suspension
S	Significant physical incident	Upon return: 1 session in refocus.
S	Physical incident	Restorative conversation. Reparatory work.
S	Discrimination (following educational work).	Logged on Arbor.
S	Bringing the school into disrepute.	LJA/BHA to monitor.



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 Arbor. 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 via the office to arrange. Due to teaching timetables, please allow 48-hours for the member of staff to respond.