



Behaviour Policy

At Churnet View Middle School, we are committed to creating a calm, safe, inclusive and purposeful environment where every pupil can achieve and thrive. We believe that excellent behaviour, positive relationships and high attendance are fundamental to successful learning, personal development and wellbeing. Our behaviour culture is built upon respect, responsibility, kindness and a shared commitment to ensuring that every member of the school community feels valued and supported.

We are ambitious for every pupil and believe that high standards and inclusion go hand in hand. Through consistent expectations, restorative and relational practice, strong partnerships with families and a proactive approach to support, we seek to develop pupils who are respectful, resilient, responsible and ready to learn.

We recognise that behaviour is a form of communication and that barriers such as SEND, SEMH needs, safeguarding concerns, trauma, attachment difficulties or wider life experiences can impact upon behaviour. Staff will seek to understand these barriers and provide appropriate support whilst maintaining high expectations for all pupils.

The school promotes positive behaviour by:

- Promoting high standards of behaviour, self-discipline and respect.
- Creating a calm, safe and purposeful environment for learning.
- Supporting pupils to achieve their full academic and personal potential.
- Developing positive relationships based on mutual respect.
- Promoting inclusion, belonging and pupil engagement.
- Supporting pupils' social, emotional and mental health.
- Safeguarding and promoting pupils' welfare.
- Recognising and celebrating achievement, effort and progress.
- Working in partnership with parents and carers.
- Applying behaviour expectations consistently and fairly.
- Supporting pupils to learn from mistakes and repair relationships through restorative approaches.

Core Values

The school's Core Values underpin all aspects of school life and provide the foundation for behaviour expectations, relationships and learning behaviours.

Pupils are expected to:

1. Respect, care for and develop relationships with others and the environment.
2. Hold the safety of themselves and others in the highest regard.
3. Have high aspirations and strive to achieve their best.
4. Take every opportunity to develop reading, writing and numeracy.
5. Become confident, independent and resilient learners.

6. Communicate and collaborate positively with others.

These values are explicitly taught, modelled and reinforced through lessons, assemblies, pastoral support, rewards and everyday interactions throughout the school.

Inclusion, Belonging and Relationship

At Churnet View Middle School, we believe that pupils are most successful when they feel safe, respected, valued and connected to their school community. We therefore place significant importance on fostering positive relationships and ensuring that every pupil develops a strong sense of belonging. Research and current DfE guidance continue to emphasise the importance of belonging, inclusion and engagement in supporting attendance, behaviour and academic achievement.

We recognise that some pupils may face additional barriers to learning and behaviour. Staff will work proactively with pupils, families and external agencies to identify needs and provide support through a graduated and inclusive approach. Reasonable adjustments may be implemented where appropriate to help pupils successfully meet behaviour expectations. Whilst support may be adapted to meet individual needs, all pupils are expected to follow the school's behaviour expectations and contribute positively to the school community.

Promoting Positive Behaviour

Positive behaviour is actively taught, recognised and reinforced throughout the school day. Staff establish predictable routines, high expectations and positive relationships to help pupils understand how to behave successfully in different situations.

Positive behaviour is promoted through:

- Consistent routines and expectations.
- High-quality teaching and adaptive practice.
- Strong staff-pupil relationships.
- Positive recognition and rewards.
- Effective SEND and pastoral support.
- Restorative and relational practice.
- Early intervention and support.
- Partnership working with families and external agencies.

Positive Teacher-Pupil Relationships

Positive teacher-pupil relationships are central to our behaviour culture. Staff work hard to build trusting, respectful and supportive relationships with pupils whilst maintaining clear professional boundaries and high expectations.

Our approach is underpinned by restorative and relational practice. Staff seek to understand behaviour, support pupils in developing self-regulation strategies and help pupils understand the impact of their actions upon themselves and others. Through consistent

interactions and strong relationships, pupils are supported to become confident, responsible and successful members of the school community.

Rewards

The school recognises that positive reinforcement is one of the most effective ways to promote positive behaviour and attitudes.

Pupils may be recognised through:

- Core Value awards.
- Certificates and achievement awards.
- Positive feedback and praise.
- Letters, phone calls, messages or postcards home.
- Celebration assemblies.
- Headteacher awards.
- Recognition boards.
- Rewards activities and trips.
- Recognition of effort, improvement and achievement.

Rewards are used consistently to celebrate both achievement and effort and to reinforce our Core Values.

Behaviour Curriculum

At Churnet View Middle School, we believe that positive behaviour is taught, modelled, practised and reinforced in the same way as any other aspect of learning. We recognise that pupils benefit from clear expectations, consistent routines and explicit teaching of the behaviours required to succeed both in school and beyond. Our behaviour curriculum supports the school's vision to inspire, nurture and enable every pupil to achieve their full potential.

The behaviour curriculum is delivered through everyday classroom practice, assemblies, pastoral provision, restorative conversations and wider school experiences. Staff consistently model expected behaviours and provide regular opportunities for pupils to learn, practise and reflect upon the habits and attitudes that contribute to successful learning and positive relationships.

Through the behaviour curriculum, pupils are taught:

- The school's routines, expectations and behavioural standards.
- How to demonstrate the school's Core Values in everyday situations.
- The importance of respect, kindness, responsibility and inclusion.
- Strategies to develop self-regulation, resilience and emotional literacy.
- Positive communication, collaboration and conflict-resolution skills.
- How to build and maintain healthy, respectful relationships.
- Safe and responsible behaviour, including online conduct.

- The importance of attendance, punctuality, readiness to learn and personal responsibility.
-

Staff will explicitly teach, model, reinforce and revisit these expectations throughout a pupil's time at the school. Where additional support is required, pupils will receive targeted guidance and intervention to help them successfully develop the knowledge, skills and behaviours needed to thrive within the school community.

Behaviour Beyond the School Site

The school works closely with parents/carers, staff, pupils, governors, trustees and the wider community to promote positive behaviour and uphold high standards at all times.

The school's behaviour expectations apply both within school and when a pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school, including school transport.
- Wearing school uniform.
- Otherwise identifiable as a pupil of the school.

The school may also respond to behaviour outside of school where it:

- Disrupts the orderly running of the school.
- Poses a risk to the safety or wellbeing of another pupil, member of staff or member of the public.
- Could adversely affect the reputation of the school.
- Extends to inappropriate online activity, cyberbullying, misuse of social media or behaviour occurring online that impacts the safety, welfare or orderly running of the school.

Where behaviour on school transport falls below expectations, appropriate consequences will be applied. In cases of persistent or serious concerns, alternative transport arrangements may need to be considered. Unacceptable behaviours may include aggression, unsafe conduct, failure to follow instructions, refusal to wear a seatbelt, or behaviour that places others at risk.

In any of the circumstances above, the school may involve external agencies, including the police or safeguarding services, where behaviour is unlawful or there are concerns about a person's safety or welfare.

Reasonable and proportionate consequences will be used where behaviour falls below expected standards. These will be balanced with support designed to prevent recurrence and help pupils make positive choices. The school recognises that behaviour may at times be influenced by SEND, social, emotional or mental health needs, adverse childhood experiences, or other vulnerabilities, and will provide an appropriate graduated and individualised response where required.

Promoting Positive Behaviour and Wellbeing

The school is committed to creating a safe, calm and inclusive environment which promotes positive behaviour, emotional wellbeing and successful learning. As part of a whole-school approach, the school seeks to build resilience and positive relationships through:

- Culture, ethos and environment - promoting wellbeing through leadership, values, policies, relationships and the wider school environment.
- Teaching and the behaviour curriculum - explicitly teaching expected behaviours, routines and habits, reinforcing positive conduct, and using consistent language and responses across the school.
- Community engagement - working in partnership with families, external agencies and the wider community to support pupils' wellbeing and success.

Staff receive training and guidance to understand how trauma, abuse, neglect, adverse childhood experiences and mental health needs may influence behaviour. Where pupils are identified as vulnerable or requiring additional support, appropriate interventions and provision will be implemented to promote engagement, wellbeing and positive behaviour.

Roles and Responsibilities

All members of the school community have a responsibility to support the aims of this policy and contribute to a safe, respectful and purposeful learning environment.

The Local Governing Body

The Local Governing Body is responsible for:

- Defining the principles underpinning the school's behaviour approach.
- Ensuring the policy promotes equality, inclusion and compliance with relevant legislation.
- Promoting a whole-school culture of calm, dignity, consistency and high expectations.
- Receiving reports on the implementation and effectiveness of the policy.
- Handling complaints in accordance with the school's Complaints Policy.
- Ensuring the policy is reviewed regularly and published on the school website.

The Headteacher

The Headteacher is responsible for:

- The implementation, monitoring and evaluation of this policy.
- Establishing and maintaining high expectations of behaviour and conduct.
- Determining school rules, routines and behaviour systems.
- Ensuring staff, pupils and parents/carers are aware of the school's expectations.
- Reporting to governors on behaviour outcomes and any emerging trends, including those linked to SEMH needs.

Senior Leadership Team

The Senior Leadership Team will:

- Support the consistent application of the Behaviour Policy across the school.
- Be visible and actively engaged throughout the school day.
- Provide guidance and support for staff managing behavioural concerns.
- Monitor behaviour trends and coordinate appropriate interventions for pupils requiring additional support.

Senior Mental Health Lead

The Senior Mental Health Lead will:

- Oversee the school's whole-school approach to mental health and wellbeing.
- Support staff in understanding and responding to SEMH-related behavioural needs.
- Work with pupils, families and external agencies to reduce barriers to learning and positive behaviour.

SENDCo

The SENDCo will:

- Support the strategic development of provision for pupils with SEND.
- Advise staff on appropriate reasonable adjustments and interventions.
- Monitor the effectiveness of support for pupils whose behaviour may be linked to SEND or additional needs.
- Work collaboratively with families and external professionals where appropriate.

Form Teachers

Form Tutors are the first point of contact for pupils and families and will:

- Promote high standards of behaviour, attendance, punctuality and uniform.
- Monitor pupil wellbeing and conduct.
- Work closely with Heads of Year and senior leaders to address emerging concerns.

Teaching Staff

Teaching staff are responsible for:

- Establishing positive relationships and consistent classroom routines.
- Teaching and modelling expected behaviours through the school's behaviour curriculum.
- Maintaining high expectations and addressing disruption appropriately.
- Planning and reviewing support for pupils experiencing behavioural difficulties.
- Remaining accountable for the progress, wellbeing and development of the pupils they teach.

All Staff and Volunteers

All staff and volunteers will:

- Apply this policy consistently, fairly and professionally.
- Model respectful relationships and positive conduct.
- Provide a supportive learning environment.

- Maintain high expectations for all pupils.
- Be aware of pupils requiring additional behavioural support.
- Share concerns promptly with relevant colleagues, including Heads of Year, the Inclusion Team, SENCO and senior leaders.

Pupils

Pupils are expected to:

- Take responsibility for their behaviour in school and within the wider community.
- Follow school rules and routines.
- Treat others with respect and dignity.
- Report concerns or incidents of unsafe or unacceptable behaviour to a member of staff.

Parents and Carers

Parents and carers are expected to:

- Support their child in meeting the school's behaviour expectations.
- Engage positively with behaviour support and recovery processes.
- Inform the school of circumstances that may affect their child's wellbeing, behaviour or learning.
- Work in partnership with school staff to help their child succeed.

The school values strong partnerships with parents and carers. We recognise that parents and carers are the experts on their child and that the most effective support is achieved through open communication and collaborative working. While parents/carers may not be contacted following every isolated incident of low-level behaviour, communication will take place where concerns persist, patterns emerge, or behaviour is considered serious enough to warrant parental involvement.

Behaviour Recovery and Restorative Practice

At Churnet View Middle School, behaviour recovery practices are used to help pupils understand the impact of their behaviour, repair relationships and make positive choices moving forward. Our approach is underpinned by restorative and relational practice and seeks to balance accountability with support. The purpose of behaviour recovery is not simply to apply consequences, but to help pupils learn from incidents, regulate their behaviour and successfully re-engage with learning.

Staff will use professional judgement when deciding which behaviour recovery strategy is most appropriate. The response will be proportionate to the behaviour displayed and will take account of the pupil's age, individual needs, SEND, safeguarding considerations and the impact on others. Wherever possible, staff will seek to resolve concerns at the earliest stage and support pupils in making positive changes to their behaviour.

Behaviour recovery practices may include, but are not limited to:

- A reminder of school expectations.

- Restorative conversations with staff or pupils.
- Reflection activities or reflective tasks.
- A temporary reset outside of the classroom before returning to learning.
- Temporary removal to another classroom or the Reconnect Hub to allow a pupil time to regulate, reflect and prepare for reintegration.
- Mentoring, coaching or targeted pastoral support.
- Behaviour recovery time during breaktime, lunchtime or after school.
- Parental communication, including phone calls, meetings or written correspondence.
- Referral to a Form Tutor, Head of Year, Inclusion Manager, Head of Department or member of the Senior Leadership Team.
- Behaviour monitoring through a report system focusing on areas such as behaviour, punctuality, attitude to learning, effort or uniform.
- Temporary withdrawal from lessons or activities where appropriate.
- School-based community service, such as supporting the school environment through supervised activities.
- Support and intervention through the Reconnect Hub.
- Internal suspension within the school's Reset Provision.
- Suspension or permanent exclusion in line with statutory guidance where appropriate.
- Withdrawal from rewards events, trips or activities where serious or repeated behaviour concerns indicate this is necessary. Where the school has already incurred costs, it may not always be possible for refunds to be provided.

Behaviour recovery practices are intended to help pupils reflect, restore relationships, take responsibility for their actions and successfully move forward. The school will always seek to combine appropriate support with appropriate consequences to achieve positive long-term outcomes for pupils

Recovery Time: Reflection and Catch-Up

Behaviour recovery time forms part of the school's graduated behaviour response and may be used when pupils require additional time to reflect on their behaviour, repair relationships, complete missed learning or meet the expectations of the school's behaviour policy. Recovery time supports pupils in taking responsibility for their actions and ensuring that learning and positive behaviour remain priorities.

Recovery time may take place before school, during breaktime, during lunchtime or after school. It may also be scheduled on non-teaching days where appropriate and lawful. Staff will always seek to apply recovery time fairly, reasonably and proportionately, taking account of the individual circumstances of each pupil.

Teachers and authorised members of staff have the legal authority to issue behaviour recovery time to pupils under the age of 18. In line with current statutory guidance, parental consent is not required for after-school recovery time. However, the school believes that positive home-school communication is important and, where appropriate, parents and carers will be informed when recovery time has been issued.

The school expects parents and carers to support the implementation of reasonable behaviour recovery practices and to work collaboratively with staff to promote positive behaviour and accountability. Recovery time should not be viewed as a punishment in isolation, but as an opportunity for pupils to reflect, repair and move forward positively.

Recovery activities may include:

- Reflective or restorative conversations.
- Completing unfinished classwork or missed learning.
- Reflection activities linked to behaviour incidents.
- Relationship repair activities.
- Behaviour coaching or mentoring conversations.
- Catch-up work following disruption to learning.
- Preparation for successful reintegration following behaviour incidents.

When determining whether recovery time is reasonable, staff will consider:

- The age and individual needs of the pupil.
- Any SEND, SEMH or safeguarding considerations.
- Whether the recovery time could place the pupil at increased risk.
- Whether the pupil has known caring responsibilities.
- Any medical appointments or exceptional family circumstances.
- Appropriate travel arrangements.
- The impact on the pupil's wellbeing and safety.

Where recovery time takes place during lunchtime, pupils will always be provided with sufficient time to eat, drink and access toilet facilities. Recovery time will never be issued if there is reasonable concern that doing so would compromise a pupil's welfare or safety. In such circumstances, an alternative and appropriate consequence or intervention will be implemented.

The school reserves the right to use recovery time as part of its wider behaviour systems to support high standards, accountability and positive behaviour for learning across the school community.

Removal from the Classroom

The school may decide to remove a pupil from the classroom for a limited period, following the direction of a member of staff and in accordance with the school's 'Remind, Refocus, Reflect, Remove, Reset' Behaviour Escalation Framework (Appendix 1).

Where a pupil is removed from the classroom, they will be directed to the Reconnect Hub, Reset Provision, or another suitable area of the school where they can continue learning, regulate their emotions, and reflect on their behaviour under the supervision of an appropriate member of staff.

Removal from the classroom will only be used when it is necessary, proportionate, and in the best interests of maintaining a safe and productive learning environment.

Reasons for removal may include:

- Maintaining the safety of pupils and staff.
- Restoring calm and stability following significant disruption.
- Enabling learning to continue without interruption for other pupils.
- Providing a supportive space for a pupil to regulate, reflect, and prepare for a successful return to lessons.

During any period of removal, the school will ensure that:

- Appropriate educational provision continues.
- The pupil remains supervised by a suitable member of staff.
- The pupil's welfare, health, safety, and dignity are maintained.
- Any additional needs, including SEND, SEMH, safeguarding, or medical requirements, are taken into account.
- The length of the removal is proportionate and no longer than necessary.

The supervising member of staff will determine the expectations and activities for the pupil during the removal period. Wherever possible, pupils will complete curriculum work provided by their class teachers to ensure continuity of learning. Pupils will continue to have access to toilet facilities, drinking water, and meal arrangements in line with the normal school day.

Following a removal, staff will support the pupil to reflect on the incident, repair relationships where appropriate, and successfully reintegrate into lessons. Repeated removals will be monitored by pastoral and senior leaders to identify any underlying needs and to determine whether additional support or intervention is required.

The Reconnect Hub

The Reconnect Hub is the school's SEND provision and nurture space and forms a key part of our graduated approach to behaviour, inclusion and pastoral support.

The Reconnect Hub provides a structured environment where pupils can access support that enables them to regulate emotions, overcome barriers to learning and successfully engage with school life. It is used proactively to provide intervention before difficulties escalate and to support successful reintegration where required.

Support may include:

- Emotional regulation support.
- Nurture provision.
- Restorative intervention.
- SEND and SEMH support.
- Reintegration programmes.
- Behaviour mentoring.

Internal Suspension and Reset Provision

Internal suspension may be used when a pupil's behaviour significantly breaches the school's expectations and temporary removal from mainstream lessons is necessary.

At Churnet View Middle School, internal suspensions take place within the Reset Provision, located within the Reconnect Hub. Reset is underpinned by restorative and relational practice and provides pupils with structured opportunities to reflect upon behaviour, repair relationships and prepare for successful reintegration into mainstream learning.

During a period of internal suspension, pupils will continue to access learning whilst receiving appropriate support.

The aims of Reset are to:

- Maintain a calm and purposeful learning environment.
- Support pupil reflection and accountability.
- Provide targeted intervention and support.
- Repair relationships where appropriate.
- Facilitate successful reintegration into mainstream lessons.

When determining internal suspension arrangements, the school will consider SEND, safeguarding, SEMH needs and any reasonable adjustments required.

Suspensions

Suspension is a serious sanction and will only be used when appropriate, proportionate and lawful.

Following a suspension, the school will work closely with pupils, parents/carers and relevant professionals to support a successful return to school. A reintegration meeting will normally take place to identify support, review any underlying factors and establish clear expectations for the future.

Support following suspension may include:

- Reintegration meetings.
- Behaviour support plans.
- Mentoring.
- Reconnect Hub intervention.
- SEND reviews.
- External agency involvement.
- Additional pastoral support.

Further Needs of a Pupil

The school adopts a holistic approach to supporting the pupils in its care. We work closely with pupils, parents/carers and external professionals to enable every pupil to achieve their

academic, social and emotional potential. Central to this approach is a commitment to safeguarding, wellbeing and the early identification of barriers to learning.

The school recognises that persistent or escalating behavioural difficulties may sometimes indicate unmet educational, social, emotional, mental health or safeguarding needs. Behaviour will therefore always be considered in the context of the individual pupil and their circumstances.

The school recognises the importance of early intervention and inclusive practice. Staff will seek to identify emerging needs at the earliest opportunity and implement support through a graduated response. For pupils with SEND or other identified vulnerabilities, behaviour expectations remain high, but appropriate reasonable adjustments and additional support may be required to enable success.

Support may include:

- Individual support plans or pupil profiles.
- Reasonable adjustments to routines, environments or approaches.
- Pastoral and therapeutic interventions.
- Targeted mentoring, counselling or wellbeing support.
- Multi-agency assessment and support where appropriate.

Particular consideration will be given to pupils with SEND, social, emotional and mental health needs (SEMH), looked after children, previously looked after children, young carers, and pupils who may have experienced trauma, adversity or other vulnerabilities.

Where additional support is required, the school may work in partnership with external agencies including:

- Local Support Teams.
- The school's counselling service.
- School nursing services.
- Education Welfare Services.
- Youth Offending Teams.
- Children's Social Care.
- Educational Psychology Services.
- CAMHS and other relevant health professionals.
- The Virtual School and Designated Teacher for Looked After Children, where appropriate.

The school is committed to working collaboratively with families and external professionals to identify need, remove barriers to learning and ensure pupils receive the support necessary to thrive both academically and socially.

Prejudice-Related Behaviour, Racism and Discrimination

Churnet View Middle School is committed to promoting equality, inclusion and respect for all. Racism, discrimination, prejudice-related behaviour and hate incidents are not tolerated and will be addressed robustly.

Incidents may relate to:

- Race or ethnicity.
- Religion or belief.
- Disability.
- Sex.
- Sexual orientation.
- Gender reassignment.
- Any other protected characteristic.

All incidents will be investigated, recorded appropriately and monitored by school leaders. Educational, restorative and disciplinary actions will be implemented as appropriate. Serious incidents may result in internal suspension, suspension or permanent exclusion.

Search, Screening and Confiscation

School staff have the authority to maintain safe, orderly and supportive learning environments. Members of staff may apply appropriate behaviour management and recovery measures where a pupil's behaviour is unacceptable, where school rules are breached, or where a pupil fails to follow a reasonable instruction.

These powers apply to all paid members of staff who have responsibility for pupils, including teaching staff, teaching assistants and lunchtime supervisors. They apply whenever a pupil is on the school site, attending an educational visit, or otherwise under the lawful control or supervision of school staff.

Staff may confiscate, retain or dispose of a pupil's property where this is reasonable and proportionate. Unless exceptional circumstances apply, searches will normally be conducted by two members of staff.

The Headteacher, and members of staff authorised by the Headteacher, may search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item. Searches will be conducted in line with statutory guidance, safeguarding requirements and the school's duty of care.

Prohibited Items

Authorised members of staff may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil possesses a prohibited item. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to any person, including the pupil themselves; or
 - to damage property.
 - Any item identified by the school as a banned item which may be searched for under the school's behaviour rules.

Additional Items Identified by the School

To maintain a safe and orderly environment, the school also identifies the following items as prohibited and subject to search where appropriate:

- Mobile phones and other electronic devices where their possession or use breaches school rules.
- E-cigarettes and vapes.
- Lighters and matches.
- Aerosols.
- Legal highs and psychoactive substances.
- Energy drinks.
- Any item considered harmful, unsafe or detrimental to the welfare, safety or discipline of the school community.

Smoking, Vaping and Controlled Substances

Where an item is confiscated from a pupil, the school will determine whether it is appropriate for the item to be returned. Any prohibited item that is illegal, harmful or poses a safeguarding risk may be retained, disposed of safely, or handed to the appropriate authority. Items such as knives, offensive weapons, illegal drugs and indecent images of children will be passed to the police in accordance with statutory guidance.

Churnet View Middle School is a smoke-free environment. Smoking, vaping and the possession or use of tobacco products, cigarettes, e-cigarettes, vapes, nicotine pouches or related paraphernalia are not permitted on the school site or during any school-related activity. This expectation applies to pupils, staff, parents, carers, visitors and contractors. The school adopts a zero-tolerance approach to illegal drugs, psychoactive substances (sometimes referred to as legal highs), alcohol and other controlled substances. Where concerns arise regarding the possession, use, supply or influence of such substances, the school will respond in accordance with its safeguarding responsibilities and relevant school policies, including the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Any incident involving suspected substances will be assessed on an individual basis and may involve:

- Confiscation of substances or associated paraphernalia.
- Referral to the Designated Safeguarding Lead.

- Communication with parents/carers.
- Support and intervention for the pupil.
- Referral to external agencies, including health services or the police where appropriate.
- Behavioural consequences in line with this policy.

The school's primary aim is to safeguard pupils, educate them about risk and support positive behavioural change, whilst maintaining the safety and wellbeing of the wider school community.

Restrictive Intervention and Positive Handling

Members of staff may use reasonable force where it is necessary, reasonable and proportionate to:

- Prevent a pupil from committing an offence.
- Prevent injury to themselves or others.
- Prevent damage to property.
- Maintain good order and discipline.

Positive Handling will only be used as a last resort where de-escalation strategies have been unsuccessful or where there is an immediate risk of harm. Any use of Positive Handling will be in accordance with the school's Positive Handling Policy and will be recorded.

When responding to incidents involving pupils with SEND, medical needs or other identified vulnerabilities, staff will consider the pupil's individual circumstances, support plans and any reasonable adjustments required.

Violent, threatening or aggressive behaviour will be treated seriously. The Headteacher will consider the circumstances of each incident when determining appropriate consequences, which may include suspension or placement within the school's Reset Provision.

Reasonable force may also be used, where lawful and proportionate, when conducting a search for prohibited items in accordance with the school's procedures and current statutory guidance

Monitoring and Evaluation

Behaviour information recorded through Arbor is reviewed regularly by leaders to ensure the effective implementation of this policy.

Monitoring includes:

- Behaviour incidents.
- Attendance.
- Use of the Reconnect Hub.
- Internal suspensions.
- Suspensions and exclusions.
- SEND and vulnerable pupil groups.
- Trends relating to protected characteristics.

This information is used to evaluate the effectiveness of interventions, identify emerging needs and ensure that behaviour systems continue to promote high standards, inclusion and positive outcomes for all pupils.

Monitoring and Review

This policy will be reviewed annually by the Governing Board, or sooner if changes in legislation, statutory guidance or local circumstances necessitate revision.

Appendix 1:

Behaviour and Attitudes Escalation Framework



Churnet View Middle School

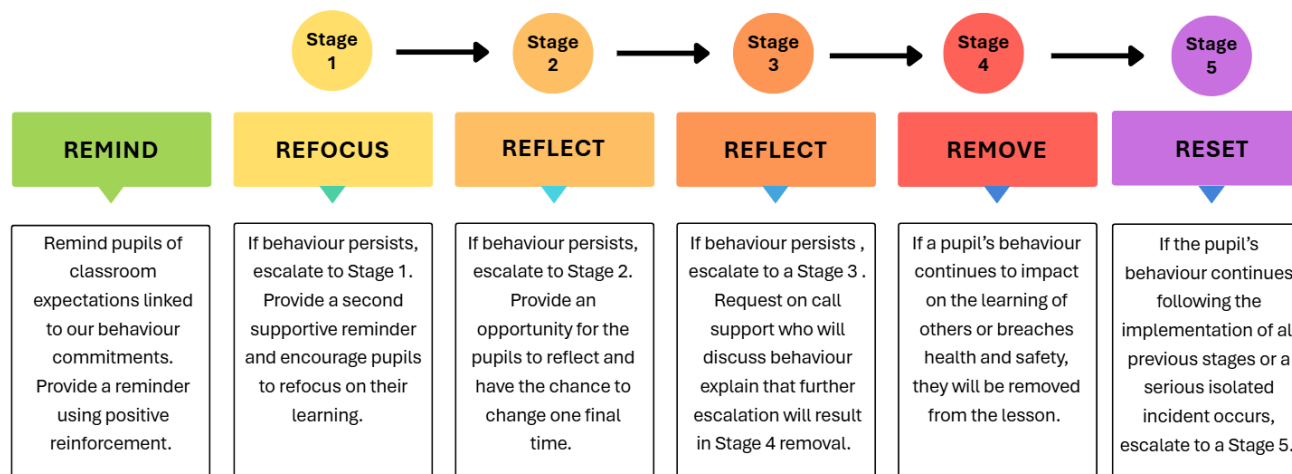
At Churnet View Middle School, we are committed to fostering a positive learning environment rooted in our school vision to inspire, nurture and enable every child to excel and fulfil their potential. This behaviour framework is underpinned by a restorative and relational approach, emphasising the importance of positive relationships, consistency and positive reinforcement.

The model is structured to guide staff through a staged approach — Remind, Move, Reflect, Remove, Reset — ensuring that all students are given the opportunity to reflect on their actions, restore relationships, and re-engage positively with their learning.

Before implementing this approach, teachers and staff must ensure that clear classroom expectations are in place and that all SEND and inclusion considerations have been made by following pupil learning plans and using SEND & Target Pupil Planners. Please refer to our 'Teaching Principles' document.

Churnet View Middle School's escalation process is identified by the stages. This is in place to enable all pupils to be treated fairly and ensure that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour issues may result in some 'stages' not being considered, depending on the nature of the incident. Please note, in some circumstances, adjustments may be necessary. The following document provides examples of stages of behaviour, consequences and staff responsibility. Please note, this is not an exhaustive list and seeks to provide guidance and clarity.

Remind, Refocus, Reflect, Remove, Reset



Positive Behaviour

Recognising and rewarding positive behaviour and attitudes in line with our school core values.

Examples of behaviour linked to our Core Values						Actions
CV1 Respect, relationships and environment	CV2 Safety and pride in the community	CV3 Aspirations, challenges and achievement	CV4 Reading, writing and numeracy	CV5 Good independent learning	CV6 Communicate and collaborate ideas.	Core Value Staff award a Core Value to pupils who are demonstrating positive behaviour and attitudes. Head Teacher's Award Staff can nominate pupils to receive a Head Teacher's award for exceptional work. Recognition board Use a recognition board in each classroom to highlight and reinforce positive behaviour and achievements. Positive language and feedback Praise pupils verbally within the lesson and written feedback using positive language. Recognition of effort Acknowledge and reward pupils for their effort, rather than outcome and attainment.
Speaking politely to peers and staff. Respecting different opinions, backgrounds, and beliefs. Being kind and supportive to others. Including others in group work or social situations. Helping someone who is upset or struggling. Taking pride in the appearance of the school.	Using equipment safely and responsibly. Reporting unsafe behaviour or hazards to staff. Supporting other peers in making safe choices. Taking care of school property and resources. Showing kindness and respect to visitors and members of the local community. Representing the school well on trips or in public	Setting personal learning goals and working towards them. Persevering through difficult tasks without giving up. Trying new things even when they feel unsure. Completing a project or piece of work to a high standard. Celebrating the success of others.	Using reading strategies to understand and interpret texts. Sharing book recommendations or participating in reading groups. Producing well-structured and thoughtful written work. Applying maths skills confidently in lessons and real-life contexts. Showing clear working out and logical problem-solving.	Starting tasks promptly without needing reminders. Completing homework or revision without being prompted. Bringing the correct equipment and materials to lessons. Trying to solve problems independently before asking for help. Reflecting on feedback and using it to improve.	Sharing ideas clearly and confidently in discussions or presentations. Listening actively and respectfully to others' contributions. Giving constructive feedback to peers. Working cooperatively in group tasks or projects. Helping others to understand or complete a task.	

Remind

Remind pupils of classroom expectations linked to our behaviour commitments. Provide a reminder using positive reinforcement

Be Ready	Be Respectful & Be Kind	Be Safe	Be the best that you can be	Staff	Strategies
Late to lesson Not having the necessary equipment. Lack of focus Failing to complete homework. Not wearing uniform correctly.	Interrupting others while they speak. Low-level disruption: talking out of turn. Discarding others' opinions.	Running in the corridors. Ignoring safety rules during activities. Not following instructions. Engaging in rough play in school or on the yard. Failure to line up correctly on the yard.	Poor presentation of work in exercise books. Lack of effort in classwork. Lack of effort in completed homework.	Class teacher Form teacher	Non-Verbal Cues: Use non-verbal cues, such as proximity, eye contact, or a gentle gesture to redirect attention. Positive Language: Use constructive language such as: 'What ideas do you have?' 'I have noticed you are distracted; do you need some support?' Resource Check: Ensure the pupil has all necessary resources to refocus on the task. Task Understanding: Check that the pupil understands the task and the expected outcomes. Positive Reaffirmation: Acknowledge and praise positive effort and engagement in the task.
Actions and Consequences					
No further actions or consequences required at this stage. If a pupil does not respond as expected to the strategies outlined in the Remind stage, staff should proceed to the Refocus stage.					

Refocus – Stage 1

If behaviour persists, escalate to Refocus - Stage 1. This stage is associated to low-level behaviour which is not repeated once a second supportive reminder is given and pupils are encouraged to refocus on their learning using the strategies outlined below.

Be Ready	Be Respectful & Be Kind	Be Safe	Be the best that you can be	Staff	Strategies
Late to lesson. Not having the necessary equipment. Lack of focus. Failing to complete homework. Not wearing uniform correctly.	Interrupting others while they speak. Low-level disruption: talking out of turn. Discarding others' opinions.	Running in the corridors. Ignoring safety rules during activities. Not following instructions. Engaging in rough play in school or on the yard. Failure to line up correctly on the yard.	Poor presentation of work in exercise books. Lack of effort in classwork. Lack of effort in completed homework.	Class teacher Form teacher	Appropriate Seating: Assess whether the seat chosen is appropriate to support Behaviour for Learning. Positive Framing: Use verbal cues such as "Remember we need to work quietly". Use reflective prompts: To help the pupil re engage back into learning, use reflective prompts such as; "What task are we on now?" Positive reinforcement: If pupils demonstrate good behaviour, use positive reinforcement to confirm the positive behaviour. Or try praising peers near by e.g. "Well done to ___ who is sitting quietly and ready to learn". Behaviour Improvement Check: Monitor whether the pupil's behaviour has improved. If so, consider a brief restorative conversation to refocus their thoughts. This can be done at the end of the lesson if time does not permit during the class.
Actions and Consequences					
Staff to log behaviour as a Stage 1 on Arbor for monitoring purposes. No further action or consequence is required at this stage. If a pupil does not respond as expected to the strategies outlined in the Refocus stage, staff should proceed to the Reflect stage.					

Reflect – Stage 2

If behaviour persists, escalate to Reflect – Stage 2. This stage is associated with low-level repetitive behaviour, in class or out of lesson, that negatively impacts on the pupil themselves, other pupils or staff and results in reflection time being required.

Be Ready	Be Respectful & Be Kind	Be Safe	Be the best that you can be	Staff	Strategies
Not fully participating in lessons. Lack of focus resulting in disruption to learning.	Repeatedly causing disruption to the lesson with low-level behaviour. E.g. talking over the teacher and peers, walking around the classroom, etc.	Repeatedly ignoring safety rules during an activity.	Repeated lack of effort in work despite	Class teacher Form teacher	Use prompts and cues as outlined above first. If this does not change behaviour then implement strategies below. Temporary Reset: Ask the pupil to leave the room or move to another classroom for a brief period of reflection. Restorative Conversation: Before re-entering the classroom, conduct a brief restorative conversation to address the behaviour, its impact, and expectations moving forward. <u>Example script:</u> - What has happened? - Who has been affected and how? - How can we mend the harm? - How can we make sure this does not happen again?
Actions and Consequences					
Staff to log behaviour as a Stage 2 on Arbor for monitoring purposes. If pupil responds to strategies in Stage 2 Reflect, no further action or consequence is require. If the pupil does not respond as expected to the strategies outlined at this stage, staff should proceed to the Reflect Stage 3 .					

Reflect – Stage 3

If behaviour persists, escalate to a Stage 3 - Reflect. Request on call support who will discuss behaviour explain that further escalation will result in Stage 4 removal.

Be Ready	Be Respectful & Be Kind	Be Safe	Be the best that you can be	Staff	Strategies
Persistent lack of effort or engagement with work. Frequently forgetting homework. Consistently disengaging in class or disrupting the learning of others	Disrespecting school property. Showing aggression towards peers. Confrontational behaviour (one off or limited examples)	Repeatedly using equipment inappropriately. Refusing to follow safety instructions despite previous reminders. Engaging in low-level dangerous behaviour	Repeatedly poor presentation of work in exercise books. Continuous lack of effort in classwork and/or homework. Refusing to engage with all supportive measures and Stage 1 and Stage 2.	Class teacher with support from HOD and HOY/Pastoral Team	Use prompts and cues as outlined above first. If this does not change behaviour, then implement strategies below: On call support: At the teacher's discretion and if additional support is required request on call support, via email, who will discuss behaviour and encourage pupils in making the right decision to improve their behaviour. On call support may choose to redirect the pupil to an alternative room for the pupil to work in for the rest of the lesson. Where on call support is unavailable, seek support from HOD. Parental Communication: Arbor message, phone call or email home is essential at this to develop supportive relationships with parents. Catch Up or Reflection Time: Pupils may receive a catch up to complete unfinished work from the lesson or reflection time where they must reflect on their behaviour or engage in a restorative conversation to repair relationships. This should be completed by the class teacher in the first instance. Liaise with HOY before escalating to HOY lunchtime reflection.
Actions and Consequences					
Staff to log behaviour as a Stage 3 on Arbor. In the first instance, class teacher must communicate behaviour with parents and arrange catch up or reflection time. If a pupil is receiving a high number of Stage 3 behaviour, consider putting pupils on report: Form Teacher → HOD → HOY					

Remove – Stage 4

If a pupil's persistent behaviour continues to impact on the learning of others or breaches health and safety, escalate to Stage 4 – Remove.

Be Ready	Be Respectful & Be Kind	Be Safe	Be the best that you can be	Staff	Strategies
Repeated truancy	Threatening behaviour, verbal abuse Poor language, confrontational or aggressive behaviour (on more than one occasion or is a severe one-off event). Persistently defiant behaviour Bullying or harassment Racism	Physical violence	Refusal to complete unfinished work in a catch up.	Class teacher with the support of Head of Year in the first instance. Head of Year and/or SLT dependent on the behaviour.	Catch Up or Reflection Time: Stage 4 behaviour will result in extended catch up or reflection time at lunch time or after school. If a pupil required HOY reflection this must be arranged with HOY. Pupils to complete work, reflection task and repair relationships with a restorative conversation. Parental Communication: Phone call or email home is essential. Parents may be invited into school to discuss behaviour and establish an action plan moving forward if behaviour is repeated. Internal Suspension: Pupils may be removed from the lesson for a fixed period to our Reset Provision, removal timetable or SLT. Timetable Review: Review timetable and identify possible trigger points. Consider temporary changes to timetable. Suspension: Pupils may receive a suspension from school for a fixed period of time. If this occurs a re-integration plan will be discussed and agreed prior to readmittance. Behaviour Support Plan: Agreed with parents and specific targets set. The plan is for a minimum of 6 weeks. Referral: Consider appropriate external agency support.
Actions and Consequences					
Staff to log behaviour as a Stage 4 on Arbor. If Stage 4 is because of repeated behaviour, class teacher must communicate with parents and arrange catch up or reflection time. Escalate communication and consequence to HOY if behaviour continues following this. Stage 4 behaviour conducted in unstructured time will be communicated by form teachers in the first instance and escalated to HOY if repeated. If a pupil is receiving a high number of Stage 4 behaviour, consider putting pupils on report: HOY → SLT					

Reset – Stage 5

If a serious incident occurs or repeated Stage 4 behaviour continues, HOY and the Senior Leadership Team log a Stage 5 behaviour.

Be Ready	Be Respectful & Be Kind	Be Safe	Be the best that you can be	Staff	Strategies
Repeated offences at Stage 4 level. Complete disengagement from all learning and repeated truanting.	Extreme lack of respect for staff and peers.	Extremely aggressive, violent or unsafe behaviour which causes threat or harm to others.	Repeated failure to comply with all staff, including the senior leadership team.	Senior Leadership Team working with HOY.	If Stage 5 behaviour has been logged as an escalation of repeated Stage 4 behaviour, ensure that all appropriate strategies have been explored prior stages. Ensure that APDR is updated, consider requesting an EAPDR through the SEND and Inclusion Hub to access additional external support. Parental Communication: Communication with parents is essential at this stage. An initial update regarding behaviour should take place via a phone call with a meeting in person. Extended Fixed-Term Suspension: If this occurs a re-integration plan will be discussed and agreed prior to readmittance. Steps identified in this plan but be shared with all staff. Offsite Direction or Managed Move: Consider using offsite direction as a temporary measure or managed move to address serious behaviour.
Actions and Consequences					
Head of Year or Senior Leadership Team to log Stage 5 behaviour onto Arbor. Communication with parents via a phone call is required with a follow up meeting. Review pupil's behaviour as a whole and consider whether off-site direction or managed move may be more appropriate. This level of behaviour could lead to permanent exclusion and is the last resort.					