

Churnet View Middle School

Behaviour Policy



Principles

It is the aim of Churnet View Middle School, through a collective approach, to promote excellent standards of behaviour and attendance, whilst maintaining an inclusive ethos.

This policy sets out measures which aim to:

- Promote high standards of behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work and achieve their full potential
- Safe-guard and support the welfare of pupils

The school recognises the varying degree of needs that pupils may have and that there should be a diverse approach to ensuring those needs are met. Therefore, this policy should be read in conjunction with the following school policies:

- Special Educational Needs
- Safeguarding
- Anti-Bullying
- Teaching and Learning
- Mobile Devices Policy

The school values individuals and individualism. The ethos of the school is one of unswerving commitment to ensuring that all the pupils have an equal chance to make good use of the education that we have to offer, in order to help them choose their future patterns of life and take full advantage of their opportunities in society. To do this, the school seeks to develop personal confidence, flexibility, independence, the ability to make and sustain fulfilling relationships and to develop the skills needed for the world of work.

Core Values

1	Respect, care for and develop our relationships with each other and our environment.
2	Hold the safety of ourselves and others in highest regard and ensure that we take pride in our schools, local community and society.
3	Have high aspirations, strive to achieve our very best and embrace challenge.
4	Take every opportunity to develop reading, writing and numeracy.
5	Become skilled, independent, lifelong learners who are confident, creative and analytical.
6	Communicate and collaborate with others on past, present and future issues so that

we are diverse in our understanding of the world.

The Core Values are used as a basis for classroom rules and routines and, through a consistent approach to every lesson where staff have high expectations and follow set routines, these values are instilled into our pupils.

At Churnet View, we strive to have a preventative approach where we look for early warning signs that there is a situation which may lead to challenging behaviour. Where possible, we look to identify patterns of behaviour, so that techniques can be put in place to prevent it. **See appendix 1 for a list of considerations.**

The school will promote positive behaviour and excellent attendance through:

- A consistent approach to behaviour management
- Strong Senior Leadership
- Excellent classroom management
- The implementation and promotion of a consistent and appropriate rewards and Behaviour Recover Practices system
- Staff development and support in putting in place effective behaviour management strategies
- The teaching and modelling of good behaviour
- The provision of good facilities to ensure effective pupil support systems
- Liaison with parents and other agencies
- Managing pupil transition
- The use of excellent curriculum and learning material to support quality first teaching

Rewards

The school encourages excellent behaviour, especially where it is regulated by the pupils. This is done through a mixture of high expectations and clear guidelines for staff, pupils, parents, governors and trustees. Our inclusive ethos also aims to engender discipline and mutual respect between pupils, and between staff and pupils.

Our school seeks to celebrate the achievements of pupils and reward them in a range of ways appropriate to their age.

Although this list is not exhaustive, some of the rewards include:

- Use of a tangible rewards system, which pupils can use to earn prizes
- Certificates for achievement and effort
- Certificates for excellent attendance
- Presentation Assemblies
- Messages through the school app/ certificates/praise letters/postcards/text messages to parents
- Positive feedback on written work
- Book tokens or other vouchers in recognition of hard work and effort

- Use of 'golden time'
- Rewards Trips

Behaviour for Learning

We feel that it is essential to work closely with parents/carers, staff, pupils, governors, trustees and the community to promote and facilitate positive behaviour. This approach applies to behaviour inside school and in the following circumstances:

If a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school, including on the school buses (Please be aware that if behaviour is negative on the school bus, sanctions will be applied and it may be necessary for the pupil to find alternative transport to and from school if the behaviour is persistent. Some examples of behaviour which are considered unacceptable are: being rude to the driver or other pupils, not wearing a seatbelt at all times, continuously moving seats while the bus is moving and being aggressive to other passengers and or the driver)
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or concerning behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public. For example, if a pupil is being bullied on the way to or from school, on public transport, outside local shops or in a town or village centre or
- Could adversely affect the reputation of the school

In all of these circumstances, it may be appropriate to contact the police or members of the Local Safeguarding or Support Teams, especially where the behaviour is criminal or someone is at risk of serious harm.

Bullying outside school premises

Where bullying outside school is reported to school staff and this has an impact on pupils while they are at school, it will be investigated by the school and acted on in line with the Behaviour and Anti-Bullying Policies. It will be taken into consideration whether or not it is appropriate to notify the police or Anti-Social Behaviour Co-ordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

Staff Power to Act

Members of staff employed by the school have a statutory authority to apply behaviour recovery practices to: pupils whose behaviour is unacceptable, pupils who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This applies to all paid staff with responsibility for pupils, such as teaching assistants or lunchtime supervisors. This authority applies at any time that the pupil is present in school or under the care of a member of staff, including during school trips.

The Authority to Search and Confiscate

Members of staff also have a specific legal power to: confiscate, retain or dispose of a pupil's property if deemed necessary. Unless there are exceptional circumstances, two members of staff will carry out the search.

Staff have the power to search without consent for items including:

- Mobile Devices
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

If an item is confiscated from a pupil, the school retains the right to make a decision about whether that item should be returned to a pupil's possession or not. Certain objects, such as: weapons, knives or child pornography, will be handed over to the police.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This use of reasonable force may also be applied when conducting a search without consent for mobile devices, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Behaviour Recovery Practices

It is expected by the school that high standards of behaviour will be encouraged through the calm and consistent application of our code of conduct and that pupils will take responsibility for their own behaviour. This is supported by a balanced combination of rewards and behaviour recovery practices. In order to achieve this, the school has in place a staged behaviour system. If pupils do not meet the desired behaviour expectations set out by the school, they will be logged on this system. Please see below for **some** examples of the different types of behaviour.

Behaviour Considered to be Low-Level Disruption

- Persistent inattention

- Persistent talking
- Lack of equipment
- Failure to complete homework to an acceptable standard
- Inappropriate standards or items of uniform
- Punctuality/ persistent poor attendance
- The wearing of make-up or extreme hairstyles
- Chewing gum
- Unacceptable uniform

Behaviour Considered to be Higher-Level Disruption

- Physical abuse
- Bullying
- Inappropriate language
- Failure to comply
- Racism or other prejudicial behaviour
- Inappropriate dangerous behaviour
- Persistent inattention across more than one lesson over time
- Bringing dangerous or inappropriate items into school
- Verbal abuse
- Damage to property
- Theft
- Possession of illegal substances
- Behaviour outside of school which is damaging to its reputation in the wider community

Pupils, who are persistently causing concern, including vulnerable children or children who may have a Statement of Special Educational Need, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need. This plan will be based on Person Centred Planning. This plan will be formulated in conjunction with parents/carers and any other appropriate agencies who may be involved with the pupil. If misbehaviour is displayed by a pupil, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour recovery practices are used to reinforce with pupils that certain behaviour is unacceptable and to deter a pupil from repeating the same behaviour.

The type of behaviour recovery practices will depend on the misbehaviour displayed. Corrective consequences such as moving a pupil to a 'thinking zone' (this may be an informal space) within a classroom, away from other pupils, or moving them temporarily into another room to complete some reflective work may be more appropriate. When applying behaviour recovery practices, staff will also consider whether the misbehaviour displayed is a result of underlying SEN or other needs and act accordingly. However, this may not affect the severity of the consequences if the misbehaviour poses a risk to the safety and well-being of another pupil, pupils or staff in the school.

Behaviour Recovery Practices may include (this is not an exhaustive list):

- Speaking to the pupil about their behaviour
- A warning and reminder of the school rules
- Temporary time in a 'thinking zone' area within the classroom to complete a reflective task
- Temporary time in a different classroom to complete a reflective task to allow the pupil a period of calm
- Break-time recovery time
- Lunchtime recovery time
- Parental Contact
- After or before school recovery time (between the school hours of 8.30am-5.30pm). Please note that teachers have a power to issue behaviour recovery time to pupils (aged under 18). Behaviour Recovery time can be given: on any day that a pupil has not been given permission to be absent; on weekends and during non-teaching days such as Teacher Training Days. Parental consent is not legally required for a pupil to complete after school recovery time. Pupils cannot be excused from after school recovery time if this is a consequence that has been deemed necessary by a member of staff in school. Parents/Carers must be prepared to make the necessary arrangements in order to support the school in maintaining a high standard of behaviour
- Referral to Heads of Year/ Heads of Department/Senior Leadership Team
- School based community service such as: litter picking, supporting with the gardens/farm, tidying a classroom or the dining hall or removing graffiti
- Behaviour monitoring through the use of a report system. Reports could be set up for: uniform, effort, attitude to learning or punctuality
- Temporary withdrawal from lesson(s)
- Serious misbehaviour may result in the need to withdraw from rewards trips/activities. If the school has already paid for the trip, it may not be possible for a refund of the cost of the trip to be provided.
- Internal Seclusion. The school will determine how long a pupil will be removed from lessons and the activities they will complete while they are removed.
- External temporary exclusion
- Permanent Exclusion
- Reduced Timetable
- Modified Timetable
- Managed Move to another school

When applying behaviour recovery practices staff will:

- Make it clear that it is the behaviour that is the focus and not the pupil
- Avoid early escalation by using the staged behaviour and warning system in place. The staged warning system may take on different forms according to the needs of individual

pupils. For example, some pupils respond more positively to visual warnings written on the whiteboard rather than verbal ones.

- Avoid whole group sanctions where possible.
- Take account of individual circumstances
- Encourage pupils to reflect on any negative behaviour and to rebuild relationships with staff and their peers if necessary.

Temporary Fixed Term Exclusion

Unless there are exceptional circumstances, following a temporary fixed term exclusion, there will be a meeting with the parents/carers and the pupil. It may also be appropriate to invite any other agencies involved.

On return to school, a pupil will complete some behaviour recovery work in the LFR or another appropriate place in school, whilst an assessment is carried out to determine the pupil's readiness to return to the classroom. If necessary, a fixed period of time within the Learning Focus Room might be deemed necessary.

Peer on Peer Abuse which could be subject to behaviour recovery practices under the Behaviour Policy

Please see the Whole School Safeguarding Policy for Safeguarding Including Child Protection for further information on Peer on Peer Abuse.

This refers to allegations of abuse made against other children. This can also include sexting. Peer on peer abuse can take many forms and will not be tolerated by the school or passed off as "banter" or "part of growing up".

Through the procedures and policies put in place, the school seeks to minimise the risk of peer on peer abuse and deal with any instances of it quickly and effectively.

Types of Peer on Peer Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

The school will deal with instances such as these as quickly and effectively as possible. However, it is important to consider that there may be many reasons why a child harms another. Therefore, it is important that the school seeks to understand why a young person has engaged in such behaviour, including if the behaviour was accidental, before considering the action or sanction to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is considered by the DFE as behaviour which is:

- The behaviour is repeated, or has the potential to be repeated, over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name-calling
- Cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger). There may be some situations of cyberbullying that the school feels it is necessary to involve the police. For further guidance see our E-Safety Policy.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people could be breaking the law. The school will endeavour to follow guidance set out on:

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Other forms of behaviour that may be classed as Peer on Peer abuse are:

- Initiation/Hazing
- Prejudiced Behaviour
- Teenage relationship abuse

In cases where the school identifies Peer on Peer Abuse, steps will be taken to ensure:

- It is investigated thoroughly in line with the **Whole School Policy for Safeguarding**.
- Steps are taken to administer relevant sanctions
- Appropriate support and interventions are put in place to meet the needs of the individuals involved
- Consider preventative strategies that can be put in place to reduce a further risk of harm

Expected action taken from all staff

- The school will always seek to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage it in a reactive way.
- The school will apply the behaviour recovery practices set out in the behaviour policy.
- Further support for peer groups or individuals will also be offered if this is considered necessary

Responsibilities

The Local Governing Body

The Local Governing Body has a responsibility to define the principles underpinning the Behaviour Policy and to ensure that all aspects of the policy and its application promote equality for all pupils.

The Headteacher

The Headteacher is responsible for creating a policy that can be used as a platform to encourage positive behaviour, regular attendance and discourage any form of prejudicial behaviour or bullying. The Headteacher is also responsible for outlining the more specific measures. For example: rewards, sanctions and behaviour management strategies that constitute the Behaviour Policy.

All members of staff in the school have a significant role to play in supporting pupils to achieve the aims of this policy and the wider aims of the school.

Form Teachers

Form Teachers are the first point of contact for pupils, parents and carers. They are responsible for promoting high standards of: uniform, behaviour, and punctuality and attendance. They are supported by Heads of Year and the Senior Leadership Team.

Classroom Teachers

Are responsible for positive classroom management and establishing clear and consistent classroom routines. They will do this by using agreed classroom management and behaviour strategies. **See table below.** They will also ensure that they are familiar with any additional needs that pupils may have.

Classroom Routines

See the table for examples of classroom routines and expectations which encourage clear and consistent boundaries and high expectations across the school.

***Please note that this is not a definitive checklist.**

Planning for positive behaviour because this will automatically set the tone for outstanding Behaviour for Learning.

Appropriate planning will ensure that there are sufficient levels of challenge and support to meet the individual needs of all pupils.

A consistent approach: <ul style="list-style-type: none"> ✓ In the way behaviour recovery practices are applied ✓ In the way that staff and pupils interact.
Making lesson objectives or success criteria clear to pupils.
Meeting and greeting classes at the door of classrooms and showing an interest in pupils as individuals.
Reinforcing standards of uniform.
Ensuring that there is a calm and orderly start to the lesson.
Knowing the needs of each class through the use of a seating plan which highlights the various groups of pupils: SEN (Special Educational Needs), PP (Pupil Premium), LAC (Looked After Child), PLAC (Previous Looked After Child), SB (Summer Births), EAL (English as an Additional Language), GA (Gifted and Able), FSM (Free School Meals).
Having a positive mindset should be encouraged through the use of Growth Mindset language.
Rewarding positive behaviour.
Rebuilding relationships through a restorative and reflective approach if any misbehaviour has occurred.
Having positive interaction with parents whenever possible.

If a pupil is considered to be disrupting the learning of others and is failing to comply with the classroom teacher, they may be removed from the lesson.

If a pupil poses a risk to the safety and well-being of other pupils or a member of staff, a request will be sent for support from Behaviour staff or Senior Management

Heads of Year

Heads of Year have a key pastoral role. They work alongside: classroom teachers, form teachers, support staff and senior management to ensure the highest levels of behaviour, attendance and achievement for the pupils in their year group.

Staff Development and Pastoral Support for Staff

The school operates a cycle of Continued Professional Development for staff; Behaviour for Learning is regularly monitored, reviewed and evaluated as part of this cycle. Staff receive training as a collective, on an individual basis or as part of a small group, according to the needs of the staff or the groups of pupils they teach.

The school will not automatically suspend a member of staff who has been accused of misconduct. Advice will be taken from the Board of Trustees and external agencies. Information will then be drawn from the guidance, 'Dealing with Allegations of Abuse against Teachers and Other Staff'.

Further Needs of a Pupil

The school adopts a holistic approach to looking after the pupils in its care. We seek to work with pupils and families to allow pupils to make as much academic and social progress as possible. This includes looking after the welfare of pupils and safeguarding them against harm. The school recognises that continuing behaviour concerns from a pupil may be the result of unmet educational or social needs. This may mean that it is appropriate to refer a pupil or family to an external agency or complete a multi-agency assessment. These agencies may include:

- The Local Support Team
- The counselling service available at the school
- The School Nurse
- The Education Welfare Officer
- The Youth Offending Team
- The Dove Counselling Service
- Social Services

There are also a variety of in-school support mechanisms that may be triggered if the behaviour of a pupil is consistently negative or disruptive.

These may include:

- Parent/Carer consultations as early as possible to prevent behaviour from escalating
- Pastoral Support Plan with regular reviews
- One to One Support
- Risk Assessments
- Counselling
- Liaising with the Local Support Team
- Referral to the District Inclusion Panel
- Referral to the Learning Support Team
- Referral to the Behaviour Support Team
- Autism Outreach Referral
- Personalised Curriculum Plans
- An EHC needs assessment
- Educational Psychologist involvement
- Any other interventions that the school deems necessary.
- Referral to the Learning Focus Room for a period of additional support outside of the usual classroom environment

Looked After and Previously Looked After Children

For the purposes of this policy, the school will strive to, within the best of its ability, make provision for successful school attendance and, where appropriate, behaviour support for Looked After and Previously Looked After children.

Looked after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. These past experiences can often impact on their behaviour. The school recognises how important this is when considering how best to support the child. Therefore, staff will endeavor to have an understanding of the impact of trauma and attachment in an educational environment when they are applying the school's behaviour policy.

Therefore, the school will endeavor to make timely communication with the Virtual School Headteacher, Social Worker and Carers, so that the school can be supported in deciding the best course of action to support the child with improving their behaviour and to avoid exclusion being necessary. An individualised programme to support the behaviour of a LAC pupil may be appropriate as part of this. Virtual School Headteachers have a key role to ensure these children have the maximum opportunity to reach their full educational potential. The school strives to work in partnership with the Virtual School Headteacher and the Local Authority to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement.

Where the behaviour of a looked after child is a concern, the school will seek to communicate these concerns to all necessary agencies as efficiently as possible. The school also recognises its role in supporting agencies with the identification of a looked after child's emotional and mental health needs and the impact that these elements could have on behaviour.

Please see the separate Safeguarding Policy for specific guidance on safeguarding.

The Senior Leadership Team

Are a regular physical presence around the school to support staff with a consistent application of the Behaviour Policy and be involved on a day-to-day basis with pupils who are being flagged due to persistent misbehaviour.

The Role of Parents/Carers

The school believes in working closely with parents/carers, staff, pupils, governors, trustees and the wider community to promote and facilitate positive behaviour and an inclusive ethos. All members of the school are expected to help to maintain an atmosphere conducive to learning, with courtesy and mutual respect. We expect full parental support with any behaviour recovery practices applied. The parent/carer is the expert where their child is concerned. Therefore, a close working relationship is essential in providing the pupil with the most effective support.

It may not always be appropriate to contact parents/carers in the first instance of negative behaviour as the pupil involved may need the opportunity to adapt their behaviour independently. If the behaviour persists, or the behaviour displayed in the first instances is considered more serious, then contact with parents/carers will be made. This may not always be at the time of the behaviour due to the restrictions of staff timetables, duties and meetings.

Parents/Carers should:

- Respect the Behaviour Policy and disciplinary authority of school staff

- Notify the school at the first available opportunity of anything that may impact on their child's behaviour such as a bereavement or if their child is staying somewhere other than home (even if this is a temporary arrangement)
- Support the school by making sure that their child adheres to school rules
- Send their child to school punctually every day, making sure they are ready to learn
- Attend meetings with staff if requested to discuss their child's behaviour
- Ensure that the school is aware of any SEN or other factors which may result in serious concerns about their child's development. The school would prefer information to be repeated than to not receive it at all
- Work with the school to support their child with achieving positive behaviour
- Ensure that if their child is excluded from school, the child is not found unsupervised in a public place during school hours

The aim of the school is to have an open and positive relationship with parents.

To facilitate this, the school communicates with parents/carers in a range of ways:

- Via the school app, text message or e-mail or letters sent home
- Via the telephone
- Meetings with form tutors, teaching staff, key pastoral staff or the Senior Leadership Team
- Drop-in sessions with key pastoral members of staff
- Parent workshops/information evenings
- Coffee Mornings
- Open Days

Please be aware that as the majority of staff are timetabled to teach, any concerns should be raised via a phone call or e-mail into school where you will be directed to the appropriate person or course of action. This allows the staff to address any issues in a confidential manner. Please be aware that staff cannot discuss matters of a confidential nature in the school reception area.

It is advised that, should you wish to speak to someone directly, you contact your child's form tutor initially regarding any queries or concerns as they are in the best position to act as the main contact between home and school.

Transition

Transition between schools can be an unsettling period for pupils and families. The school aims to communicate closely with parents and other schools involved to ensure that the transition is smooth for pupils. This process involves:

- Opportunities for pupils to visit their respective new schools
- The efficient transfer of relevant information for a pupil to their new setting
- Communication with parents regarding the timeline for transition
- Making information available for parents and pupils to alleviate any anxieties