

Statement of intent

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. The school believes that, in order to facilitate teaching and learning, high standards of behaviour must be demonstrated in all aspects of school life. 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 behaviour 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.

The school is committed to:

- Promoting high standards of behaviour, self-discipline and respect
- Ensuring that pupils complete assigned work and achieve their full potential
- Safe-guarding and supporting the welfare of pupils
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and applying consequences for misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Core Values

1	R espect, care for and develop our relationships with each other and our environment.
2	H old the safety of ourselves and others in highest regard and ensure that we take pride in our schools, local community and society.
3	H ave high aspirations, strive to achieve our very best and embrace challenge.
4	T ake every opportunity to develop reading, writing and numeracy.
5	B ecome 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.
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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.

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 Recovery and Relational 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

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. The school is currently working with the Local Authority Restorative and Relational Practice Officers to embed these approaches consistently across the school community.

Recognition

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 effort and achievements of pupils and reward them in a range of ways appropriate to their age.

Although this list is not exhaustive, some examples of recognition 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/School newsletter/praise letters/postcards/text messages to parents
- Positive feedback on written work
- Use of 'golden time'
- Rewards Trips
- Class recognition boards

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, consequences 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.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing. Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson and outside on the school yard (legendary lines). Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Anti-Bullying
- Teaching and Learning
- Mobile Devices Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Mobile Devices Policy

Roles and responsibilities

Responsibilities

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.

The governing board will have overall responsibility for:

- 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
- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

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 senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Author Group Staff

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

Teaching staff will be responsible for:

- 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
- Planning and reviewing support for pupils with behavioural challenges in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour and positive interaction.
- Being aware of the signs of behavioural barriers.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Subject leader
 - Head of Year
 - Inclusion Manager

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

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 SEND 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 suspended/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 author group teacher initially regarding any queries or concerns as they are in the best position to act as the main contact between home and school.

Behaviour Considered to be Low-Level Unacceptable Behaviour

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the pupil displaying the behaviour and/or other pupils, including, but not limited to, the following:

- 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
- Lateness
- Failure to complete classwork to an acceptable standard
- Rudeness
- Lack of respect for others
- Disruption on public transport
- Use of mobile phones/devices without permission
- Graffiti

Low-level unacceptable behaviour may be escalated to high-level unacceptable behaviour, depending on the severity of the behaviour.

Behaviour Considered to be Higher-Level Unacceptable Behaviour

For the purposes of this policy, the school will define “high-level unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Physical abuse
- Bullying
- Inappropriate language
- Failure to comply
- 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
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Pupils, who are persistently causing concern, including vulnerable children or children who may have an Education, Health and Care Plan, will have a personalised Learning 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, the pupil and any other appropriate agencies who may be involved with the pupil.

Managing behaviour

It is expected that high standards of behaviour exist across the school community, where pupils take responsibility for their own behaviour, so that a calm and safe learning environment can be maintained. These standards are upheld through the calm and consistent application of our code of conduct and staged behaviour system. This is supported by a balanced combination of rewards, behaviour recovery and relational practices. If pupils do not meet the desired behaviour expectations set out by the school, they will be logged on to our behaviour monitoring system: Class Charts. Behaviour data is analysed to identify any patterns or challenges in individual or group behaviour. More preventative support in line with restorative and relational practices can then be put into place.

Records of all reported incidents will be logged to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative

behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Our behaviour tracking system is in place to ensure relevant members of middle leadership, SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Behaviour Recovery Practices

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. Staff in school will use the 'Warn, Move, Remove' approach. *See appendix 1 in-line with restorative and relational practices.

The type of behaviour recovery practices will depend on the misbehaviour displayed. Consequences such as moving a pupil to a 'reflection area' (this may be an informal space) within a classroom, away from other pupils, or moving them temporarily into another room or the TLC 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 SEND 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 'reflection area' area within the classroom to complete a reflective task
- Temporary time in a different classroom or the school's Teaching, Learning and Care Base to complete a reflective task to allow the pupil a period of calm
- Providing mentoring or coaching
- Break-time recovery time
- Lunchtime recovery time
- After-School recovery time
- Parental Contact
- Setting a task which encourages pupils to reflect on their behaviour and move forward
- Referral to Author group staff/Heads of Year/ The Inclusion Manager/ 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 suspension. 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 suspension
- Permanent Exclusion
- Reduced Timetable
- Modified Timetable
- Managed Move to another school
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Catch-Up/Recovery Time

After, during 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; any non-teaching day, e.g. INSET days and on weekends (except for any weekend preceding or following a half-term). **Parental consent is not legally required** for a pupil to complete after school recovery time. **Therefore, the school will be able to issue catch-ups as a consequence without first notifying the parents of the pupil, including for same-day catch-ups.**

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. All staff at the school will be permitted to impose a catch up on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose catch-ups to volunteers, such as parents who assist during educational visits or trips. When issuing catch-ups, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the catch-up is during lunchtime, a reasonable amount of time will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a catch-up outside of school hours, staff will consider the following:

- Whether the catch-up is likely to put the pupil at increased risk.

- Whether the pupil has known caring responsibilities
- Whether the catch-up timing conflicts with a medical appointment
- Whether the parents ought to be informed of the catch-up – in most cases it will be necessary to do so, but it may not be if the catch-up is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Catch-ups will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate consequence will be issued instead.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff following the school's 'Warn, Move and Remove' system. See appendix 1.

The pupil will be moved to the Teaching, Learning and Care Base or another area of the school where the pupil has access to appropriate resources, is able to learn and refocus and is supervised by an appropriate member of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

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 consequences 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

Suspensions

Unless there are exceptional circumstances, following a suspension, there will be a meeting with the parents/carers and the pupil. It may also be appropriate to invite any other agencies involved. During this meeting an action plan will be created to support a pupil's re-integration back into school.

On return to school, a pupil will complete some behaviour recovery work in the Teaching, Learning and Care Base 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 Teaching, Learning and Care Base might be deemed necessary.

Our Classroom Code of Conduct

It is the aim of Churnet View Middle School, through a whole-school team approach, to promote excellent standards of behaviour and attendance, whilst maintaining an inclusive ethos. Excellent behaviour and positive attitudes in all aspects of school life will ensure that the school is able to provide the highest quality of education in an environment that is safe and calm.

1.	<p>Respect, care for and develop our relationships with each other and our environment.</p> <p>We expect pupils to:</p> <ul style="list-style-type: none"> • Be polite to all members of the school community and to all visitors to the school. • Respect: beliefs, property, and each other in the classroom and around school. • Promote an inclusive and tolerant environment. • Report any incidents of bullying or sexual harassment to a member of staff. • Always be ready to offer help and support to others. • Move around the school in a quiet and orderly manner. • Attend all lessons and other school activities punctually. • Accept the school's consequences in line with the Behaviour Policy. • Take pride in the school environment and keep it tidy. Always put litter in the bin. • Not bring to school any items banned by the school. • Not swear or use offensive language. • Show consideration for school property and the property of others. • Adhere to this code of conduct any time they are representing the school, including when wearing uniform off the premises.
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	<ul style="list-style-type: none"> The school is a working environment; therefore, public displays of affection are not appropriate on the school premises.
2.	<p>Hold the safety of ourselves and others in the highest regard and ensure that we take pride in our school, local community, and society.</p> <ul style="list-style-type: none"> Take responsibility for our classroom environment so that EVERYONE can achieve. Remember you are representing the school when you are travelling to and from school. Be sensible, safe and respectful to others during this time. When you arrive in school, go on to your allocated place for your year group on the yard and be ready to walk into school calmly and quietly with your author group. Walk through the corridors quietly and in single file, keeping to the left. Sit where your teacher asks you to on their seating plan. Bring your own water bottle. Do not drink from anyone else's. Move around the school by going outside via the nearest exit and travelling to your lesson around the outside of the school. Follow the 'catch it, bin it, kill it' if you need to sneeze or cough and avoid touching your mouth, nose, and eyes with hands. Do not cough or spit in the direction of another person. Follow the 'catch, it bin it, kill it' approach. Keep hands and feet to yourself. <p>Classroom behaviour</p> <p>Pupils will always try their best in the classroom and ask for help when needed. Classwork and homework must be completed on time. Pupils must not:</p> <ul style="list-style-type: none"> Be disrespectful, argumentative, rude, confrontational or intimidating. Disrupt the learning of others. Leave the classroom or school premises without permission. Ignore a reasonable request from a teacher. <p>Attendance and punctuality</p> <p>All pupils will be expected to arrive at school on time and be present for morning registration. All absences will need to be authorised. Pupils arriving late should report to the school office and sign in.</p> <p>Pupils will remain on school premises unless they have been granted permission by a member of staff, with parental consent where</p>

appropriate, to leave.

Actions Taken if you do not follow the expectations

- Any pupil that cannot co-operate with our expectations will be subject to the staged consequences set out in the behavior policy- see diagram below
- Any pupil who shows they are not willing to co-operate with us in maintaining a safe environment for themselves, other pupils and staff will be deemed to have committed a breach of the School's Behaviour Policy and therefore an additional consequence, detailed in the school's behaviour policy, may be considered.
- The following are **some** examples of what we consider to be unacceptable behavior. These are only examples, and it is not a full list:
 - inappropriate physical contact with another person
 - Refusing to follow staff instructions where this then puts the health and safety of themselves, other pupils, and staff at risk
 - Leaving their classroom without permission if not arranged beforehand and moving to an area of the school that you are not permitted to go

Uniform

- Wear the school uniform correctly at all times.
- Follow the guidance on the correct uniform to wear in the Uniform and Equipment Policy.
- Jewellery (including earrings, make- up or extreme hairstyles are not allowed.
- Pupils will continue to wear their PE Kit on the days that they have PE. The school PE uniform must be adhered to, and blazers **MUST** be worn on these days.

Equipment

You must have the following items of equipment in school:

Pencil case (pencils cases containing all highlighted equipment* below are available to purchase from the school. Individual items are also available).

- Pen blue or black
- Green pen
- Pencil
- Rubber
- Ruler
- Protractor
- Highlighter
- Glue stick
- Small selection of coloured pens/pencils
- An appropriate reading book for your child's age and ability

	<ul style="list-style-type: none"> • School planner • A4 Ziplock plastic wallet to transport homework and reading books to and from school inside • school bags • Leak proof water bottle (available to purchase from the school) <p>Mobile phones/devices</p> <p>Please also see the school mobile phone policy. Pupils are now able to drop mobile phones off in reception. However, if possible, leave them at home. If you do need to bring them in to school, it must remain turned off in your bag or handed in at the school reception. Any communication with home must be done through the school office. Please be aware that if a pupil is seen with their mobile phone in use, it will be confiscated until the end of the day. If this is repeated more than once, pupils will not be permitted to bring their mobiles phones/devices into school.</p> <p>Rewards The Core Values praise system will continue to be used. Pupils will be able to receive these for meeting the school's core values in school and in the wider community.</p>
3.	<p>Have high aspirations, strive to achieve our very best and embrace challenge.</p> <ul style="list-style-type: none"> • Aim to complete EVERY task to the best of your ability. • Make a positive contribution to EVERY lesson
4.	<p>Take every opportunity to develop reading, writing and numeracy.</p> <ul style="list-style-type: none"> • Always do your best: with homework and class work.
5.	<p>Become skilled, independent, lifelong learners who are confident, creative, and analytical.</p> <ul style="list-style-type: none"> • Be on time for lessons and school. • Be prepared for learning. • Have the correct attitude and equipment. • Stay focussed on the task set.
6.	<p>Communicate and collaborate with others on past, present, and future issues so that we are diverse in our understanding of the world.</p> <ul style="list-style-type: none"> • Support each other in the classroom.

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 endeavour 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 endeavour 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.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to put consequences in place for the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, staff will work with the school's Inclusion Department to determine whether there are any other barriers that may be contributing to the pupil's behaviour.
- A meeting and a period of review will be in place with parents/carers, where a Pupil Profile or Learning Plan is created to set targets and monitor progress. Pupils and parents/carers will always be consulted with regards to any plan implemented.

If there is a continuation of negative behaviour despite a clear support plan from the school, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

Please note that for discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues

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 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.

The Authority to Search and Confiscate/ 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. 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.

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

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
- Knives and weapons.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary.

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Smoking and controlled substances

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.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

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.

Positive Handling will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether positive handling is necessary. The situations in which positive handling may be appropriate are detailed in the Positive Handling Policy.

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

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

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.

Child on Child 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 Child on Child Abuse.

This refers to allegations of abuse made against other children. This can also include sexting. Child on Child 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 child on child abuse and deal with any instances of it quickly and effectively.

Types of Child on Child Abuse

There are many forms of abuse that may occur between children 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 consequence to be undertaken.

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

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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 Child on child abuse are:

- Initiation/Hazing
- Prejudiced Behaviour

- Teenage relationship abuse

In cases where the school identifies Child on child 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 consequences
- 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 child on child 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

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'.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

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

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

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the headteacher, Inclusion Manager and DSL on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is date September 2024