



worcestershire
county council

Catshill Middle School

Behaviour Management Policy

Reviewed: September 2018

Next Review: September 2019

Signature Chair of Committee

Date

Worcestershire County Council (WCC) Commissioned Services

Human Resources – Liberata

Learning and Achievement – Babcock Prime

Admissions – Babcock Prime

Finance – WCC/Liberata

Includes: Policy – Inc. Rewards and Sanctions / Behaviour Procedures / Points System / Behaviour Support referrals

Appendix One – Sanctions Pyramid

Appendix Two – Behaviour Points System (Extract from Pupil Planner)

Appendix Three – Inappropriate behaviour: responses and consequences

Appendix Four – Behaviour Paperwork

Other relevant documentation: Anti Bullying Policy; Equal Opportunity Policy; SEN Policy; Positive Handling Policy; Home School Agreement.

1. Rationale. Our policy is based on the belief that:

- Successful learning takes place in an environment where staff and pupils feel valued, safe and happy.
- Positive behaviours can be taught and reinforced.
- A partnership between parent, pupil and school is the strongest way in which to manage behaviour.

The school's code of conduct is based on: Respect for self, respect for other people and respect for the school

2. Aims:

- To establish and maintain a safe, positive teaching environment which allows the teacher to teach and the children to learn.
- To reduce poor behaviour in the classroom, corridors, playground and to and from school.
- To reward pupils who behave well and work hard.
- To apply sanctions fairly and appropriately.
- To provide consistency amongst all staff.
- To provide support in dealing with disruptive behaviours.

3. Expectations of Staff:

All teachers and non-teaching staff have a responsibility to ensure pupils behave in a safe and appropriate manner in and around our school. Subject Teachers, Class teachers, Teaching Assistants, Pastoral Leaders, Senior Leadership Team and the Pupil Support team, work together to ensure pupils' good behaviour is rewarded and poor behaviour sanctioned.

Poor behaviour in a lesson should ultimately be resolved by the teacher of that lesson, even if additional support (e.g.: class teacher, Pastoral Leader, Pupil Support team) is required. Class teachers oversee behaviour in their class by ensuring the Behaviour Point logs are up to date, behaviour point detentions given, spot trends and discuss concerns with pupil and Key Stage Pastoral Leader. Pastoral Leaders oversee behaviour in their Key stage, with support from the Pupil Support team, Inclusion Assistant and SLT. The Head of School is responsible for the consistent and fair application of the Behaviour Management policy and for monitoring its implementation and effectiveness.

Outside the classroom staff are expected to use their authority to resolve any misbehaviour. If staff ignore poor behaviour they condone it! They may need to refer situations to the Class teacher or Key Stage Pastoral Leader but the original member of staff should continue to be involved.

Staff are expected to:

- Actively develop positive relationships with pupils. EG: Meet and greet routines, run clubs, get involved!
- Ensure lessons are stimulating, challenging and accessible for all pupils to minimise behaviour issues.
- Know and apply the school behaviour policy fairly and consistently.
- Use relevant paperwork to communicate issues and outcomes.
- Strengthen teacher/pupil relationship by dealing with minor misdemeanours themselves.
- Set high standards of speech, manner and dress.
- Implement the school policy on uniform.
- Insist on litter free indoor and outdoor areas.

Help pupils to feel comfortable and learn by:

- Making them feel safe and secure in their classrooms.
- Showing them respect.
- Giving attention in positive ways.
- Being friendly – children like teachers who like them.
- Developing positive routines.
- Celebrating success.

Behaviour Management Strategies

- Remember: the only behaviour you can control is your own! Respond not react; breathe deeply; keep eye contact; speak firmly but quietly; use phrases and routines prepared beforehand; use effective body language; avoid emotive and argumentative language.
- Praise publically; reprimand privately.
- Value the person – find something good to say – **Catch them being good!**
- Separate the behaviour from the person e.g.: “Your behaviour is silly,” not “You are silly.”
- Support each other.

4. Expectations of Pupils

At all times

- ✓ Show respect: listen and respond.
- ✓ Be in the right place with the correct equipment.
- ✓ Work hard and collect your learning credits.
- ✓ Allow others to learn.
- ✓ Speak kindly to all.

Enter school in a calm, orderly manner

- ✓ Line up in classes on the playground.
- ✓ Walk quietly on the left hand side of the corridor.
- ✓ Wear uniform correctly.

At break time eat tuck in the hall or on the playground

- ✓ Put all litter in the bins provided.
- ✓ Go outside unless it is raining, when pupils will use wet break classroom.
- ✓ Treat other pupils with respect.

At lunchtime

- ✓ Line up sensibly.
- ✓ Speak politely at all times to lunchtime supervisors.
- ✓ Eat quietly and sensibly.
- ✓ Stay in one seat to eat lunch.
- ✓ Leave the dining hall as soon as they have finished.
- ✓ Leave the table tidy, putting litter in the bin and chairs under the table.

At the end of the school day

- ✓ Leave the premises in an orderly way.
- ✓ Respect other pupils and members of the public on the way home.
- ✓ Remember that they are representing the school.

5. **Rewards:** At all times staff at Catshill Middle School try to be positive about pupils, their behaviour and their achievements, recognising that praise and rewards motivate and incentivise children to achieve and add to their sense of wellbeing.

Achievement is reinforced and recognised at Catshill Middle School through:

- Learning Credits in planner –expectations followed.
- Positive comments written on work (See Marking Policy).
- ‘Full House’ credit award – weekly draw.
- Student of the Week nominated by each class teacher for a range of positive behaviours such as – improvements noted, exemplary work, kindness, or achievement outside of school (Text home).
- Tangible rewards for credit milestones, for example: free toast, pencils, pens, “Personal Non Uniform Day.”
- Verbal praise for positive contribution to lessons and / or good work.
- House points for positive contribution to lessons and / or good work.
- Awarding of subject achievement stickers or certificates.
- Comment in planner for positive contribution to lessons and / or good work.
- Head Teacher’s Award – wrist band, sticker, display / assembly, Newsletter (Text home).
- House Points certificates – Bronze, Silver, Gold, Gold with Honours Gold with Double Honours and Platinum awarded in Achievement Assembly.
- Putting good work on display.
- Showing good work and mentioning achievements (both school related and those achieved outside school) and presenting certificates in Achievement Assembly.
- Mention of specific achievements in newsletters and Governors Reports.
- Awarding of attendance certificates / class trophy.
- Collective rewards such as extended break, year or class party / activity (for example a video at end of term, bowling, swimming).
- Pupils given positions of responsibility, for example: prefects, librarians, monitors, house captains and school councillors.

6. **Sanctions:** to be used according to the Sanction Pyramid. (See Appendix 1)

Pupils should always be clear what it is about their behaviour that is inappropriate. Staff should avoid using sanctions on whole classes or large groups because of the behaviour of a minority or an individual.

The school recognises that every incident and situation is unique and this will be reflected in the way that the school deals with individual incidents and situations. What is appropriate for one pupil, incident or situation will not necessarily be appropriate for other pupils, incidents or situations even where there are similarities. Therefore the consistency comes from the certainty that a sanction will be applied, but flexibility is maintained because they are not prescribed.

Sanctions include:

- Visual signs – looks / hand signals.
- The pupil is spoken to quietly and discreetly.
- Move places.
- Verbal warning of loss of credit (if work related) or behaviour points.
- Comment in Planner.
- Behaviour points given and logged on SIMs.
- Break / lunchtime detention (by class / subject teacher or pupil support room)
- Significant incidents such as high level disruption or ongoing low level

disruption – complete incident/investigation log with actions. This includes (initial) bullying.

- Bullying form to complete.
- Temporary removal from classroom to Pupil Support Room.
- Lunchtime detention for poor behaviour on playground (three behaviour points).
- After school detention (30 minutes) – use letter to give 24 hours' notice after age and transport arrangements have been considered. Pupil reminder system in place. A missed detention increases detention to one hour.
- 'Informal' contact with parents – telephone call /note from teacher/text.

Level 3 and beyond

- Daily report.
- Working in pupil support part / whole school day.
- Formal letter and / or request to parents for attendance at a meeting.
- Removal or restriction of privileges.
- Exclusion from school at lunchtime.
- Escorted to and from school by parent.
- Exclusion from activities, trips etc.
- Fixed term exclusion.
- Permanent exclusion.

Behaviour Points (See Appendix 2 for Pupil version)

In order to address low level disruption during lessons BEHAVIOUR POINTS may be given. The system is based on SIMs. Class Teachers are informed of poor behaviour weekly. It is cumulative, with behaviour points from different lessons being added together and acts as an early indicator of potential issues. It is intended as a deterrent and works most effectively alongside our rewards.

1. Pupils are usually given a warning.
2. One behaviour point if behaviour continues.
3. Continued disruption two behaviour points.
4. Further disruption three behaviour points. Pupil is sent to Pupil Support Room or supervised in another class to complete work. (Loss of social time).

All behaviour points are awarded via SIMs. Class teachers will receive a weekly behaviour points report and monitor pupils' behaviour. (Level 1, 2 and 3)

- Nine behaviour points lead to an after school detention and letter home: Admin team to send letter checked by Head of School.
- The third behaviour point detention in a term, leads to a one hour SLT after school detention, and a meeting with parents. The pupil may be put onto a report book.
- Removal from lessons on three occasions during one week will mean work in pupil support for part of day or short fixed term exclusion.
- A lunchtime detention or removal from the playground receives three behaviour points.
- Make up/nail varnish. The pupil will remove make up/nail varnish and receive lunchtime detention and behaviour points.
- Mobile phones, chewing gum = behaviour points.
- Behaviour points are nulled at the beginning of each new term.

After School Detentions

- Pupils' names are added to the detention list by the Admin team.
- Detentions take place on a Thursday evening and last for half an hour. (One hour for SLT Detention).
- Rotas of two members of staff each week conduct the detentions. Key stage detentions will be needed if numbers are large.
- Letters go out to parents from the school office on the Thursday before the detention by first class post.
- Non-attendance at detentions leads to one hour to be arranged for another evening or loss of social time.
- Immediate after school detentions are communicated to parents via phone so agreement can be gained.

Pupil Support Room – Inclusion Team

If a pupil continues to disregard the code of conduct in the classroom and the teacher has used all the agreed strategies, it may be necessary for him or her to move to the Pupil Support Room, especially if the learning of others in the class is affected.

Staff Guidelines

1. **Usually warn pupil that this may happen.** (Three behaviour points will also trigger the move.)
2. Complete a Behavioural Referral Log for Behaviour recovery slip and phone Pupil Support room (or HOS). An adult will collect the pupil from the classroom. **PLEASE DO NOT SEND THE PUPIL ON HIS OR HER OWN OR WITH ANOTHER PUPIL.**
3. The aim is for the pupil to recover their behaviour and return to lessons as soon as possible, however it may not be appropriate for some pupils to return to the lesson they have left.
4. **On arrival at the room** all should complete a Reflection sheet. Each item should be written in complete sentences in the pupil's best handwriting. Issue a second if the first one is unsatisfactory. Placed in pastoral folder.
5. The pupil will then work on one of the worksheets available in the room or continue with the work from the lesson.
6. The aim is to return the pupil to normal lessons.
7. Referrals are logged and monitored: parents will be contacted formally if a pupil is regularly referred to pupil support.
8. A slip will be stapled to the pupil's planner page to inform parents of the referral. The signing of this should be followed up by the Pupil Support team. Stickers in planners.
9. *Note – the room is also used at lunch and break times for those pupils who behave inappropriately on the playground and in the corridors.*
10. *The names of pupils for lunchtime detentions should be given to the Pupil Support team by Pastoral Leaders and Senior Leadership Team.*

7. Behaviour Management Procedures – (Also see Appendix 1 to 4)

Level 1 Implementation: All teaching (and non-teaching) staff as incidents arise.

Low level irritation, calling out, fidgeting, inappropriate, thoughtless behaviour in playground /corridors

- Classroom teacher speaks to pupil
 - Duty staff speak to pupil
 - Support staff speak to pupil
 - Warning (when possible)
 - Comment in planner
 - 1 Behaviour point given in class setting
- } (All teaching and non-teaching staff as incidents arise.)

Level 2 Implementation: Class Teacher now aware and actively supports

Irritation / inappropriate behaviour persists, rudeness, lack of co-operation, starting to prevent others from learning, bullying.

- Two behaviour points awarded (Subject and / or Class teacher).
- Comment in planner. (Subject and / or Class teacher).
- Break / lunchtime detention **in their classroom** (Subject and /or Class Teacher).
- Behaviour Points given to Class Teacher via SIMs. Message on SIMs. Note in planner.
- Fill in incident/investigation log for bullying, usually initial verbal warning to all parties. (Copy to Pastoral folder).

Level 3 Implementation: KS Pastoral Leader/Class Teacher; supported by Pupil Support team. (SLT aware)

Deliberate and malicious behaviour, shows no regard for others, persistent disruption to lesson, defiant or dangerous actions, cigarettes and low level contraband.

- Removal from lesson for short time. Referral to Pupil Support.
- Three behaviour points and / or letter home. (Subject teacher / Class).
- Lunchtime detention if problem is on playground. (Senior Teachers).
- Contact parents.
- After school detention if nine behaviour points reached.
- Possible use of Green Fresh Start report book, target setting using learning credits or other behaviour management programmes. (Class Teacher / Key Stage Pastoral Leader).
- 'School Action' – IEP / IBP / BMP [optional at this level] (Key Stage Pastoral Leader / Class Teacher, Pupil Support team).

Level 4 Implementation: SLT/ Pupil Support team/ KS Manager/ actively involved, supported by the Class Teacher

Behaviour points mount, problems persists, incident involving physical and / or verbal abuse to any person in school including racist or homophobic comments, unresolved / repeated bullying,

- Contact parents via letter, phone or text requesting they attend meeting. (Pastoral Leader).
- Loss of social time / isolation (Pupil Support/ Key Stage Pastoral Leader/SLT).
- Immediate after school detention (Parents notified by phone).
- Possible use of Amber/Red Fresh Start report book (Middle Leader/SLT).
- Pupil in pupil support during school day. (Senior Teachers / Key Stage Pastoral Leader).
- Pupil excluded from school at lunchtime – half day exclusion (Executive Head Teacher/HOS).
- Pupil excluded from activities, trips or treats. (SLT/Pastoral Leader).

- School Racial incident form to be completed (by SD) and parents of both parties informed (Head of School).
- Individual Behaviour Strategies or Plan to be produced. (Pastoral Leader, SENCO, Class Teacher, Pupil Support team / SLT aware).
- 'SEND' - intervention by external agencies which could include Behaviour Support Team, Educational. Psychologist, Social Services, Short Stay School etc. sought.

Level 5 Implementation: SLT/ Pupil Support team (All others kept informed) in consultation with other staff and external agencies where appropriate.

Above problems not resolved, serious physical and / or verbal abuse to any person, alcohol / drugs / smoking.

- Possible use of Red Fresh Start report book (SLT).
- Short, fixed term exclusion. Reintegration meeting with parents.
- Pupil onto Individual Support Plan*, parents involved. (HOS/Assistant Head Teacher).
- Possible police involvement.

Level 6 Implementation: Executive Headteacher, LA (Governors may also be involved)

All methods have failed to moderate behaviour: reserved as an absolute last resort.

Exclusions: Exclusions will be used at the discretion of the Executive Headteacher for serious incidents of unacceptable behaviour, including verbal/ physical aggression and repeated refusal to comply.

Permanent Exclusion: Permanent exclusion will be a last resort after a range of measures have been tried, both in the school and with external agencies to improve behaviour. The school will aim to have no permanent exclusions, but serious incidents involving violence, weapons or prohibited substances may mean a student being unable to continue to attend the school.

The school will refer students at risk of exclusion to a range of alternative provision and support both within school and external. We will aim to reduce the number of students with SEN being excluded by early identification, accurate assessment and intervention, and the arrangement of appropriate provision to meet students' needs.

Appendix Two Behaviour Points (extract from pupil planner)

- If you behave inappropriately in a lesson, you will usually receive a WARNING.
- If this behaviour continues then ONE BEHAVIOUR POINT will be written in your planner.
- Continued poor behaviour will lead to TWO BEHAVIOUR POINTS.
- Further disruption will earn THREE BEHAVIOUR POINTS and you will be escorted to Pupil Support or will be supervised in another class to complete work.
- Behaviour points are monitored in the first instance, by your class teacher.

Behaviour Level	Consequences
Nine behaviour points	1 after-school detention and letter home
Two after-school detentions	Telephone call or meeting with parents
Three after-school detentions	Senior Leadership Team 1 hour detention and Individual Behaviour Strategies

Additional Behaviour Points Information	
Detentions: These will usually take place on Thursday evenings and last for half an hour to one hour.	Letter home
Behaviour Points are also given at break and lunch time, if expectations are not followed	Removal from lessons on three occasions within one week
Loss of social time	Pupil Support for part of the day
Phone call home	Fresh Start Report Book

Appendix Three Inappropriate Behaviour: Responses and Consequences

In the first instance any poor or inappropriate behaviour should be dealt with by the member of staff present at the time, i.e. Duty Teacher, Support Staff, Class / Subject Teacher or a teacher in the immediate vicinity. The pupil's Class Teacher should be informed either verbally or via email.

Behaviour	Immediate response	What will be done
Casual use of inappropriate language and / or gestures	To be dealt with by the member of staff present; inform Class Teacher	<ul style="list-style-type: none"> ▪ Behaviour points ▪ After school detention ▪ Parents contacted via planner
Persistent disruption in classroom after warning	Send to Pupil Support room	<ul style="list-style-type: none"> ▪ working away from own class / group ▪ three behaviour points ▪ Pupil Support referral. Planner/sticker
Refusal to do what has been asked by member of staff	Contact Pupil Support room if in lesson; refer to Pastoral Leader if out of lesson	<ul style="list-style-type: none"> ▪ Behaviour points ▪ Pupil Support / or detention
Uncooperative / disruptive during or deliberate non-attendance to detention	Inform Pastoral Leader Inform Parents	<ul style="list-style-type: none"> ▪ Behaviour points ▪ Detention time doubled
All incidents below this line should be recorded on an Incident/Investigation Log		
Bullying name calling / verbal / physical	Investigation by Pupil Support team and liaison with Class Teacher Mentoring	<ul style="list-style-type: none"> ▪ Complete, copy and file 'School Bullying form' ▪ Inform Pastoral Leader ▪ Follow procedures in anti-bullying policy ▪ Parents contacted
Bullying repeated / targeted/cyber	Referred to SLT with support from Pupil Support team and Pastoral Leader (Executive Head's Computer can access Facebook within school if evidence is required) Mentoring	<ul style="list-style-type: none"> ▪ Complete, copy and file 'School Bullying form' ▪ Letter to parents ▪ IPS or fixed term exclusion ▪ Possible referral to Police ▪ Pupil Support

Vandalism	Send to Leadership Team	<ul style="list-style-type: none"> ▪ Parents informed (letter) ▪ Request contribution from parents for a % of repair costs ▪ Possible fixed term exclusion
Theft proven / admitted	Refer to Pastoral Leader, HOS and Pupil Support team	<ul style="list-style-type: none"> ▪ Parents informed ▪ Replace stolen article ▪ Loss of breaks, lunchtime and social time
Use of threats, intimidation and threatening behaviour	Referred to Pastoral Leader (or send to Leadership Team member if causing problem in lesson)	<ul style="list-style-type: none"> ▪ Removal from lessons ▪ Detentions or fixed term exclusion ▪ Pupil Support
Verbal assault (including racial and/or homophobic comments and targeted bad language / gestures) Racial incidents recorded using School Racial Log	Referred to Pastoral Leader / HOS / Pupil Support team Both parties to write a statement	<ul style="list-style-type: none"> ▪ letter to parents ▪ apology ▪ Detentions or fixed term exclusion ▪ Pupil Support
Physical assault	Referred to Pastoral Leader / SLT/ HOS / Pupil Support team Both parties and witnesses to write a statement	<ul style="list-style-type: none"> ▪ letter to parents ▪ apology ▪ Detentions or fixed term exclusion ▪ possible referral to Police ▪ Pupil Support
Inappropriate sexual behaviour	Send to Senior Leadership Team member / Pupil Support team	<ul style="list-style-type: none"> ▪ isolate rest of day ▪ contact parents ▪ fixed term exclusion ▪
Leaving school premises	Inform Senior Leadership Team member, SLT to phone parents If parents cannot be contacted the Police will be contacted	<ul style="list-style-type: none"> ▪ parents must be contacted ▪ isolated on next day ▪ catch up any work missed
Malicious accusations against staff	Head of School/Executive Head Teacher	<ul style="list-style-type: none"> ▪ If a safeguarding matter contact with LA will be made ▪ EHT/HOS to investigate and refer to policy

Appendix One
**Catshill Middle School
Sanctions Pyramid**

Level 6
Executive Head
LA/Governors

Level 5
HOS/Pupil Support team

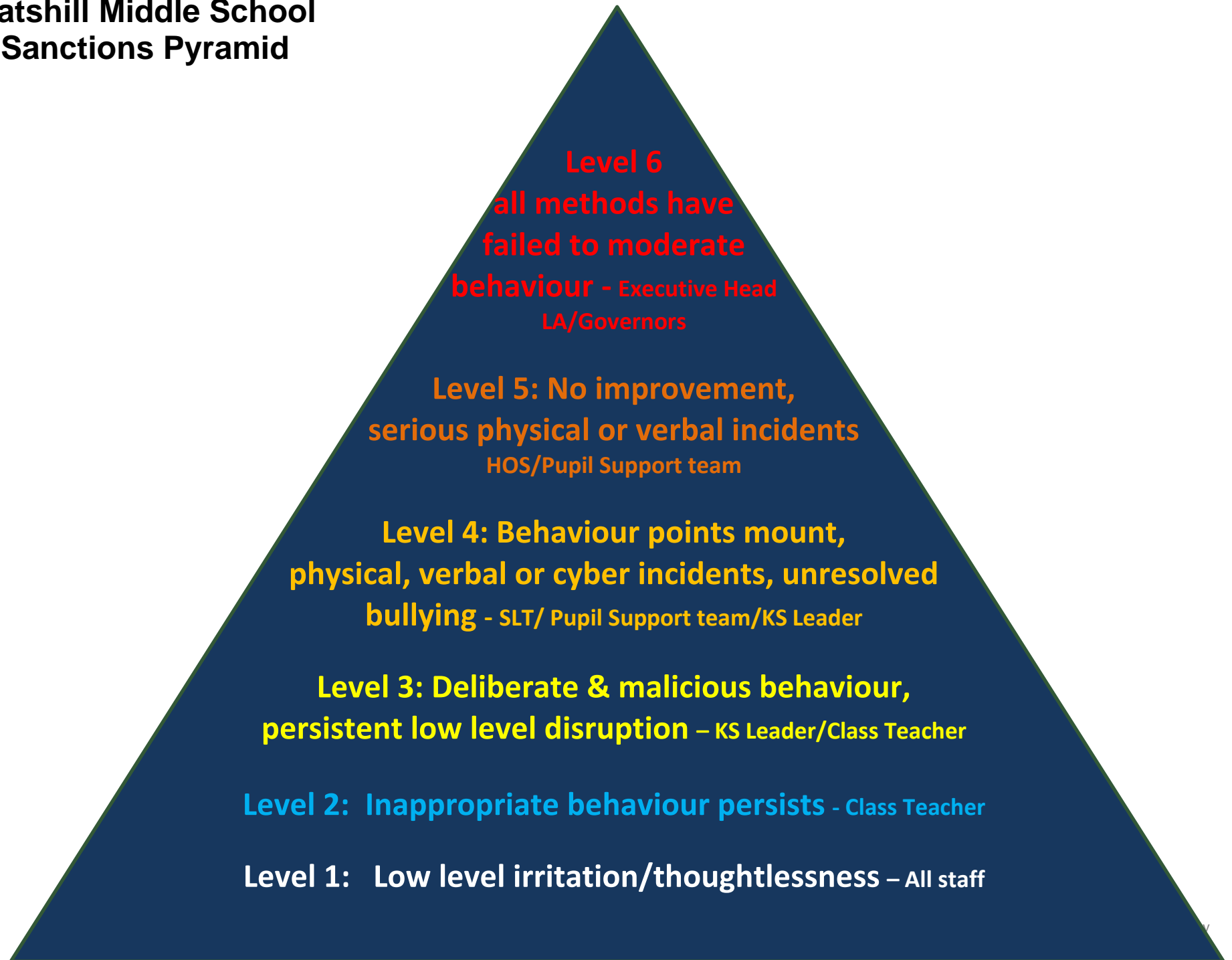
Level 4
**SLT/ Pupil Support team/
KS Leader/Class Teacher**

Level 3
**KS Pastoral Leader/Class Teacher
(Pupil Support team)**

Level 2 Class Teacher

Level 1 All staff

Catshill Middle School Sanctions Pyramid



Appendix Four

Behaviour Paperwork/Communication

Communication is vital to ensure the consistent and fair application of the behaviour management policy. Whilst paperwork and emails are a crucial way to record and monitor behaviour, much emphasis is also placed on professional discussion on a day to day basis for pupils who are cause for concern.

Complete	When	By whom	Monitored by...
Planners	Class teachers to check all pupils have their planner at the start of the day. Those without have spare planning sheet issued	Class teachers	Class teacher checks planners weekly
	Award learning credit at the end of the lesson. This must not be deferred to another time	Subject Teachers	
	Pupils who earned their credit but have not collected it will have credit removed by class teacher	Class teacher	
	Record number of Behaviour Points (BP) given in planner	Subject Teacher (awarding BP)	
	If behaviour has been "good" but work is poor, then remove learning credit without awarding BP	Subject Teacher (removing work credit)	
Behaviour Point Board		Subject Teacher (awarding BP)	All staff should look at this daily
Learning Credits	30 credits qualify as a full house – reward is 2 HP and a sticker on Full House Stars page in planner	Class teacher	
Pupil Behaviour/Pastoral Log		Class Teacher	Class teacher weekly Issues should be discussed with KS Pastoral Leader
	BPs are zeroed at the start of every new term		
Investigation/ Incident logs	Allegation of wrong doing	Completed by the member of staff concerned, with actions and updates added	Pupil Support team / Pastoral Leader/HOS
	Ongoing (low level) issues in a lesson or social times		
	Incident where parent may contact or we need to contact parents		
Referral forms	Pupil receives 3 BP and sent to Pupil Support	Completed by the member	Pupil Support team/Class

	room	of staff concerned, with actions and updates added	Teacher/KS Pastoral Leader/HOS
Parent Log (white)	To document key conversations with parents: especially when the subject is emotive. E.g. child accused of racist comment which he denies	Completed by the member of staff concerned, with actions and updates added	KS Pastoral Leader, SLT
School Bullying Log	For incident/investigations which are classified as bullying – refer to Anti-bullying Policy	Once confirmed by SLT log completed by SD	SLT / Pupil Support team
School Homophobic Log	For incident/investigations which are classified as homophobic	Once confirmed by SLT log completed by SD	SLT / Pupil Support team
School Racial Log	For incident/investigations which are classified as racial	Once confirmed by SLT log completed by SD	SLT / Pupil Support team
Briefing	Any member of staff can mention a pupil whose behaviour is causing concern	All staff	All staff to read and refer to minutes HOS
Report Books, FRESH START: The expectations remain the same, but the consequences are more severe Social report Card: Operates the same as Report cards but focus is on behaviour in social times and	GREEN: Parents contacted. Documents pupils progress against personalised targets to secure positive behaviour. To support and monitor. Fixed period – usually 4 weeks. If successful pupil moves off report. If unsuccessful, escalates to AMBER	Class/subject teacher	KS Pastoral Leader
	AMBER: As Green report, but pupil checks in more frequently – twice a day with Middle Leader. Parents involved. If successful pupil moves back to green report to continue support, at a lower level. If unsuccessful, escalates to RED	KS Leader	HOS
	RED: High alert – pupil could be at risk from fixed term exclusion/permanent exclusion. As Amber report, but pupil checks in three times a day with designated member of SLT. Parents involved regularly/daily	SLT	HOS/Executive Head Teacher
	A child can start on any colour of Fresh Start report book, according to need		

Individual Support Strategies	Written by a team of staff who know the child well. Communicated to all staff via briefing and email. Reviewed regularly	HOS/SENCO/Pupil Support team/others	HOS
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