



# CHURCH HILL MIDDLE SCHOOL

## BEHAVIOUR POLICY

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

**Ratified by:** LAGB

A handwritten signature in black ink, appearing to read 'S. Perrett', is written over a faint, larger version of the same signature.

**Signed:** Ms S Perrett

**Chair of governors**

**Ratification Date:** 04.02.2026

**Next Review:** 04.02.2027

**Policy Tier (Central/Hub/School):** SCHOOL (CH)

## Statement of Intent

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging pupils to become responsible members of society. For us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Pupils in the schools of the Central Region Schools Trust are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Church Hill Middle School is committed to creating and maintaining a calm, safe and supportive learning environment in which all pupils are able to learn effectively, feel valued, and achieve their full potential. High standards of behaviour are essential to ensuring that teaching and learning can take place without disruption and that all members of the school community feel safe and respected.

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

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

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

### Objectives of policy

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and governors.

### Implementation of policy

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way, including how the school meets its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

*The behaviour guiding principles are outlined in Appendix A*

*The behaviour expectations are outlined in detail in Appendix B*

*The behaviour procedures are outlined in Appendix C*

*The responsibilities of our different stakeholders are outlined in Appendix D*

*Definitions of key terms are outlined in Appendix E*

*The Legislation and statutory requirements of this policy are outlined in Appendix F*

*Links with other policies are outlined in Appendix G*

*Behaviour Support Plan is outlined in Appendix H*

### Evaluation and development of policy

The policy will be developed through consultation with staff, pupils and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy, the Child Protection policy and the Exclusions policy. Pupils will be consulted about, and informed of, any changes to the policy.

### Review cycle of policy

This policy will be reviewed by the Trust through appropriate committees every year in accordance with the Trust's review cycle.

## Appendix A: Behaviour Guiding Principles

*'Church Hill Middle School seeks to be a happy, purposeful and welcoming community, based on caring relationships and respect for each individual.'*

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

- Our primary concern is the safety, well-being and education of all pupils.
- All members of our community will be treated inclusively.
- We will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding and kindness throughout the community in everyday practice.
- All pupils, staff and visitors should feel safe in the school environment.
- All pupils have a right to fulfil their potential and feel that they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Expectations for behaviour, rewards and sanctions will be consistently applied.
- In cases of poor pupil behaviour, regardless of how sustained and disruptive, the pupil's circumstances, possible special educational needs and disabilities must be considered. Comprehensive support will be given before, or alongside disciplinary measures.
- Exclusions will be used as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff will not be tolerated.
- Guidance on the use of reasonable force is clearly set out within the behaviour policy.

### Our Behaviour Expectations

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

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

These expectations apply:

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

At times of national crisis, such as the recent COVID-19 pandemic, serious or persistent breaching of additional rules put in place to protect the health, safety and well-being of the school community may be

sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including, in extreme cases, permanent exclusion.

## **APPENDIX B: Behaviour Expectations**

Pupils are expected to behave well in and out of lessons, and travelling to and from school.

### **Our expectations for pupils are:**

- Be an ambassador for the school at all times.
- Adopt a positive attitude to learning and participate fully in school life
- Be polite, considerate and respectful towards other adults and children in school
- Always wear the correct school uniform and have a tidy appearance
- Keep the school litter free and care for the environment
- Take care of school equipment, the buildings and grounds
- Be fully equipped for learning every day
- Keep the agreed class and school rules and behave well at all times
- Be responsible for taking communications to and from home and the school.
- Look after each other and keep safe
- Be punctual and attend every day
- Follow the Acceptable Use Policy when using ICT resources

### **Our expectations for staff**

Pupils behave better where they can actively and successfully engage in their learning. Teachers and other staff should set high expectations of pupils in lessons both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher or tutor and staff are respected most when they deal quickly, fairly and consistently with poor behaviour in lessons.

Our expectations for staff in supporting good behaviour are:

- Ensure that the code of conduct is clear displayed in classrooms and adhered to.
- Clearly explain to pupils what will happen if they breach the code of conduct so they are aware of the sanctions that will be imposed.
- Establish and adhere to clear classroom routines
- Use praise to help pupils feel valued and ensure pupils' work and efforts are celebrated.
- Use rewards consistently and fairly
- Form positive teacher – pupil relationships
- Ensure that the classroom environment is conducive to promoting high expectations.
- Implement de-escalation strategies to diffuse a situation.
- Follow the Behaviour Recovery Plan consistently

### **Behaviour out of school**

Schools now have the power to exercise discipline beyond the school gates. The behaviour expectations of Central Region Schools Trust pupils are the same whether they are in school, taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a pupil of the school. The expectations also apply to pupils involved in activities out of school which could:

- have repercussions for the orderly running of the school
- adversely affect the reputation of the school or pose a threat to another pupil
- pose a threat to another pupil or a member of the public

In all the instances above the same system of sanctions will be applied.

### **Online Behaviour**

Sanctions may be applied for misbehaviour at any time, including misbehaviour online. See also the E Safety policy and Acceptable Use policy.

### **Malicious Allegations**

The school will take very seriously any allegations made against school staff. Where these are found to be malicious, the perpetrator(s) should expect a severe sanction. The Principal will take the decision on whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## Appendix C : Behaviour Procedures

All staff should follow the procedures as outlined in the Positive Behaviour Support Plan (Appendix H). The Positive Behaviour Support Plan details the graduated response that the school makes in response to behaviour depending on the frequency and seriousness of those behaviours.

### Rewards

Positive behaviour will be rewarded through

- Verbal praise
- Positive points on Arbor
- Postcards, SLT postcards or phone calls home to parents
- Special privileges
- Rewards and trips
- Celebration assemblies
- Opportunities for student leadership

### Sanctions

Sanctions should be at an appropriate level for the misbehaviour, or may be more serious for repeated or serious misbehaviour. These are outlined in the Positive Behaviour Support Plan.

Poor behaviour will be sanctioned through:

- Classroom behaviour management techniques
- Break, lunchtime or after school detention
- Letters, phone calls home
- Meetings with parents
- Student placed on behaviour report
- Parking in another class or office
- Refocus
- Offsite refocus (temporary refocus in another local school).
- Alternative provision
- Fixed term suspensions or permanent exclusions
- Off site directions

### Use of Reasonable Force and Restrictive Interventions

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

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

The use of reasonable force will:

- Always be a last resort
- Be proportionate and necessary
- Use the minimum level of force required

- Never be used as a punishment

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

All incidents involving reasonable force or restrictive intervention will:

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

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

### **Searching pupils**

Staff have the legal right to search pupils if there are serious concerns over such things as weapons, alcohol, illegal or unauthorised drugs, stolen property or recordings that would invade pupil and staff privacy. This could mean asking a pupil to empty their pockets and school bag; to remove their shoes and shake them out; and to remove outer clothing. If consent is not given, then it is likely that the police will be called. Further searches would be conducted by the police.

It is normal practice to have another member of staff to witness the search and any illegal or unauthorised materials will be confiscated and labelled.

### **Confiscation**

Any prohibited items (listed below) found in a pupil's possession will be confiscated and an appropriate sanction issued.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters or other smoking paraphernalia
- E-cigarettes, vapes or associated paraphernalia
- Fireworks
- Pornographic images
- Large quantities of sweets or other items
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Laser pens
- Chewing gum
- Energy drinks
- Phones
- Coffee

These items may not be returned to pupils but either disposed of, given to the police or returned to parents. We will also confiscate any item which could disrupt learning. These items may be held by school during an investigation and will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## Mobile Phones

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

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

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

## Suspensions and Permanent Exclusions

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

In line with DfE guidance:

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

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

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

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

## Removal from the Classroom (Internal Suspension / Refocus)

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

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

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

When a pupil is placed in Refocus:

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

- The placement will be **time-limited and reviewed regularly**
- **Parents/carers will be informed on the same day**
- **Restorative work must be completed during this time.**

Removal from the classroom is distinct from:

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

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

### **Detentions**

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All staff at the school can impose detention on a pupil. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

Parental consent is not required for detentions; however, parents/carers must be notified if an after school detention is issued. When issuing detentions which are outside of school hours, the member of staff will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable
- Whether suitable transport arrangements are in place to enable the pupil to get home safely.

### **Support for pupils**

The school recognises its legal duty under the Equality Act 2010 and within the SEND Code of Practice 2014 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Access and Inclusion Lead and/or pastoral team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs. Where necessary, support and advice will also be sought from external agencies, medical practitioners and/or others, to identify or support specific needs.

### **Managing Behaviour**

Instances of poor behaviour are taken seriously and should be dealt with immediately. Pupils who do not comply with sanctions for poor behaviour or who show a serious or persistent breach of this policy will be escalated through the behaviour sanction system as outlined in the Positive Behaviour Support Plan.

### **Child-on-Child Abuse, Bullying and Discriminatory Behaviour**

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

The school does not tolerate:

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

All incidents will be:

- Logged and monitored

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

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

## Appendix D: Responsibilities of Stakeholders

**The Governing body** is responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

**The Principal** is responsible for establishing the standard of behaviour expected by pupils at the school; determining the school rules and any disciplinary sanctions for breaking the rules; the day-to day implementation of the policy; publishing the policy and making it available to staff, parents and pupils; reporting to the governing board on the implementation and its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The Lead for Access and Inclusion** is responsible for collaborating as part of the SLT to determine the strategic development of behavioural and SEMH policies and provisions in the school; Undertaking the day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND; supporting teachers in providing the correct support for pupils with SEND.

**The Senior Leadership Team** is responsible for the implementation and day-to-day management of the policy and procedures; supporting staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour; monitoring behaviour in the whole school and offer support and training to deal with any behaviour issues.

**Phase Leaders** are responsible for dealing with matters within their 'phase' (and beyond as required to meet the needs of the team), supporting staff in their use of rewards and sanctions and seeking support for those pupils whose behaviour is deteriorating.

**Teaching staff** are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all pupils; modelling high standards by being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with pupils, colleagues, parents and members of the community; being aware of the signs of SEMH-related behavioural difficulties; setting high expectations for every pupil; planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential; being responsible and accountable for the progress and development of the pupils in their class.

**All members of staff, volunteers and support** staff are responsible for adhering to this policy and ensuring that pupils do also; promoting a supportive and high quality learning environment, and for modelling high levels of behaviour; addressing pupils who display poor levels of behaviour.

**Pupils** are responsible for their own behaviour both inside school and out in the wider community; reporting any unacceptable behaviour to a member of staff.

**Parents/carers** are responsible for the behaviour of their child(ren) inside and outside of school; supporting the school to realise its high expectations of achievement and behaviour; working in partnership with the school and support the Home School Agreement.

## Appendix E: Definitions

Misbehaviour / poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance
- Incorrect uniform

Serious misbehaviour / poor behaviour is defined as:

- Physical Assault
- Aggressive behaviour
- Intimidation
- Jeopardising the health and/or well-being of pupils or staff
- Repeated breaches of the school behaviour policy
  - Bringing the school into disrepute
- Any form of bullying or harassment both in school, outside of school or online.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Damage to school property
- Persistent disruptive behaviour
- Theft
- Fighting
- Smoking
- Drug or alcohol related incident
- Use of offensive or abusive language
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour
- Possession of any prohibited items
  - Unsafe behaviour which may result in harm to themselves or others
- Truancy
- Defiance towards staff
- Inappropriate use of mobile phone
- Disrupting the smooth running of the school
- The selling of items on school premises

## Appendix F: Legislation and statutory requirements

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Suspension and Permanent Exclusion from Schools (DfE, August 2024)
- Searching, Screening and Confiscation (DfE, July 2023)
- Keeping Children Safe in Education (most recent edition)
- SEND Code of Practice (2015)
- • Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written

## Appendix G: Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Safeguarding Against Extremism Policy
- SEN Policy
- E-Safety policy
- Anti-bullying policy
- Medicines policy

## Appendix H: Behaviour Support Plan

Category		Behaviour	Sanction	Recording on Arbor	QA
<b>C1</b>  <ul style="list-style-type: none"> <li>• Log on Arbor</li> <li>• Raise repeated incidents and students of concern to the Phase Team</li> </ul>	Disrupting the learning behaviours	<ul style="list-style-type: none"> <li>• Off task behaviour that does not disrupt the learning of others.</li> <li>• Lack of work completed</li> <li>• Late to lesson without a valid reason</li> </ul>	<p>Reflective conversation during 15-minute social time with the issuing adult.</p> <p>Loss of social time to complete work – until work is completed.</p> <p>C1 phase detention</p>	<p>Issuing teachers records on Arbor and assigns a C1 class teacher detention.</p> <p>Class teacher records late on the register with number of minutes late and issues a C1 incident and assigns a C1 phase detention.</p>	<p>Head of year weekly monitoring: Arbor reports</p> <ul style="list-style-type: none"> <li>• C1 report</li> <li>• Punctuality report</li> </ul> <p>Actions: Three C1s in a week = C2 detention – HOY communicates this with parents and assigns to a C2 Phase Detention</p> <p>Weekly Phase Meeting:</p> <ul style="list-style-type: none"> <li>• Phase Lead collects HOY Arbor reports and actions.</li> <li>• HOY raises repeated sanctions and students of concern.</li> </ul> <p>Actions agreed: Reports? Parent meetings? Bespoke actions for individuals where required.</p>
	General student conduct	<ul style="list-style-type: none"> <li>• Late to school.</li> <li>• Uniform Breach</li> <li>• Negative corridor behaviour (running, shouting, pushing or inappropriate physical contact)</li> <li>• Social time inappropriate physical contact (lifting other children, swinging other pupils round)</li> </ul>	<p>Head of Year C1 detention at break time.</p>	<p>Attendance Officer records C1 for all on late register and assigns a C1 Phase Break Detention</p> <p>For uniform breach Form Tutor issues uniform C1 on Arbor and assigns a C1 Phase Break Detention</p> <p>Issuing staff member records on Arbor and assigns a C1 Phase Break Detention</p>	

<p><b>C2</b></p> <ul style="list-style-type: none"> <li>• Log on Arbor</li> <li>• Inform parent/ carer</li> <li>• Raise repeated incidents and students of concern to the Phase Team</li> </ul>	Disrupting the learning behaviours	<ul style="list-style-type: none"> <li>• Persistently talking whilst the teacher is teaching</li> <li>• Refusal to complete any work.</li> <li>• Persistently shouting out.</li> <li>• Self-exit</li> <li>• Active support of others' negative behaviours (laughing along or encouraging).</li> </ul>	<p>20-minute after school detention KS3</p> <p>20-minute lunch time detention KS2</p>	<p>Issuing teacher records on Arbor, assigns to a detention C2 Class Teacher</p> <p>Detention and contacts home via an in-app message.</p>	<p><u>Student Support weekly monitoring: Arbor reports</u></p> <ul style="list-style-type: none"> <li>• Attendance report</li> <li>• C2 report</li> </ul> <p><u>Actions:</u></p> <p>Three or more C2s in a week = C3 issued</p> <p><u>Weekly Phase Meeting:</u></p> <ul style="list-style-type: none"> <li>• Phase Lead collects Arbor reports and reviews actions</li> <li>• Student Support raises repeated sanctions and students of concern.</li> </ul> <p><u>Actions agreed:</u></p> <p>Reports? Parent meetings? Bespoke actions for individuals where required.</p>
	General student conduct	<ul style="list-style-type: none"> <li>• Rudeness to staff</li> <li>• Defiance (refusal to follow instructions)</li> <li>• Unkindness to peers (in person)</li> <li>• Unkindness to peers (online)</li> <li>• Using a mobile phone in school</li> <li>• Theft</li> <li>• Graffiti of school property</li> <li>• Out of bounds</li> </ul>	<p>20-minute after school detention KS3</p> <p>20-minute lunch time detention KS2</p> <p>Confiscation of mobile phone and a C2 20 minutes Phase Detention</p>	<p>Issuing teacher records on Arbor, assigns to a Class Teacher C2 detention and contacts home via an in-app message</p>	
		Repeated uniform breach	20-minute phase detention with Pastoral Support or Phase leader.	<p>Pastoral Support records on Arbor, assigns to detention and Contacts home via and in-app message.</p>	
		3+ C2s in 1 week (if separate behaviours) First instance of Truancy	40-minute SLT detention		

<b>C3</b> <ul style="list-style-type: none"> <li>CPOMs</li> <li>Inform parent/carer</li> <li>Phase Leader report</li> </ul>	<ul style="list-style-type: none"> <li>Unfixable uniform breach</li> <li>Refusal to hand over mobile phone.</li> </ul>	<b>Refocus until the situation is resolved.</b> Reparatory work	<b>Pastoral Support</b> <ul style="list-style-type: none"> <li>Record on Arbor as C3</li> <li>Assign to refocus internal exclusion sessions on Arbor.</li> <li>Contact Home via telephone call.</li> <li>Facilitate conversation between student and parent/carer if deemed appropriate.</li> </ul>	Phase Leader weekly monitoring: <u>Arbor reports</u> <ul style="list-style-type: none"> <li>C3 report</li> </ul> <u>Actions:</u> Three or more C3s in a week – discuss referrals, meeting with parents needed.  <u>Weekly Phase Meeting:</u> <ul style="list-style-type: none"> <li>Associate Assistant Principal collects Arbor reports and reviews actions</li> <li>Phase lead raises repeated sanctions and students of concern.</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated C2 behaviours</li> <li>Missing an SLT detention</li> </ul>	Phone call with parent. <b>1 lesson in refocus.</b> Intervention booklet on the behaviour that has resulted in this consequence. Reparatory work 40 minute after school detention.	<b>Staff member involved</b> <ul style="list-style-type: none"> <li>Record on Arbor as C2.</li> </ul> <b>Pastoral Support</b> <ul style="list-style-type: none"> <li>Upscale to C3 on Arbor.</li> <li>Assign to refocus internal exclusion sessions on Arbor.</li> <li>Contact Home via telephone call.</li> <li>Monitor SLT detention register to see missed detention (follow steps above).</li> <li>Assign appropriate workbook for reparatory work.</li> </ul>	<u>Actions agreed:</u> Reports? Parent meetings? Referrals needed? Interventions needed? Bespoke actions for individuals where required.
	<ul style="list-style-type: none"> <li>Repeated Truancy</li> <li>Use of offensive language, including swearing.</li> <li>Refusal to conform with expectations.</li> </ul>	Phone call with parent. <b>3 lessons in refocus.</b> Reparatory work Intervention booklet on the behaviour that has resulted in this consequence. 40 minutes after school detention.		Phase Leader weekly monitoring: <u>Arbor reports</u>

	<ul style="list-style-type: none"> <li>• Absconding school site</li> <li>• Disrupting the smooth running of the school</li> <li>• Use of offensive language, including swearing</li> <li>• Intimidation of staff or pupils</li> <li>• Damage to property</li> <li>• Physical incident</li> <li>• Bullying (several times on purpose)</li> <li>• Use of discriminatory language</li> <li>• Sexualised behaviour or language</li> <li>• Confirmed Bullying</li> <li>• Bringing the school into disrepute.</li> </ul>	<p>Phone call with parent.</p> <p><b>1 day in refocus.</b></p> <p>Reparatory work</p> <p>Intervention booklet on the behaviour that has resulted in this consequence.</p> <p>40 minute after school detention.</p> <p>Child starts form tutor report or moves up to the next level if already on report.</p>		<ul style="list-style-type: none"> <li>• C3 report</li> </ul> <p><u>Actions:</u></p> <p>Three or more C3s in a week – discuss referrals, meeting with parents needed.</p> <p><u>Weekly Phase Meeting:</u></p> <ul style="list-style-type: none"> <li>• Associate Assistant Principal collects Arbor reports and reviews actions</li> <li>• Phase lead raises repeated sanctions and students of concern.</li> </ul> <p><u>Actions agreed:</u></p> <p>Reports? Parent meetings? Referrals needed? Interventions needed? Bespoke actions for individuals where required.</p>
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<p><b>C4</b></p> <ul style="list-style-type: none"> <li>• CPOMs</li> <li>• Inform parent/carer</li> <li>• SLT report / PSP</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated C3 behaviours</li> <li>• Refusal to accept C3 consequences</li> <li>• Failing to meet expectations in refocus.</li> <li>• Verbal abuse/intimidatory behaviour towards staff or pupils</li> <li>• Use of prohibited substances in school, including vapes</li> <li>• Discriminatory behaviour</li> <li>• Sexualised language</li> </ul>	<p>1-2 days fixed term suspension. Reintegration meeting</p> <p>1 day in refocus following suspension.</p> <p>Restorative work on behaviours that resulted in this suspension. Report started or upscaled.</p>	<p><b><u>Staff member involved</u></b></p> <ul style="list-style-type: none"> <li>• Record on Arbor as a C2.</li> </ul> <p><b><u>SLT member</u></b></p> <ul style="list-style-type: none"> <li>• Make recommendation for suspension to principal verbally.</li> </ul> <p><b><u>Pastoral Support</u></b></p> <ul style="list-style-type: none"> <li>• If principal confirms, upscale to C4 on Arbor.</li> <li>• Complete suspension recommendation paperwork.</li> <li>• Get signature from principal (and SENDCo if needed)</li> <li>• Arrange reintegration meeting for return to school.</li> <li>• Lead reintegration meeting.</li> </ul> <p><b><u>Phase lead</u></b></p> <ul style="list-style-type: none"> <li>• Contact home to inform parents of suspension.</li> </ul> <p><b><u>Office Manager</u></b></p> <ul style="list-style-type: none"> <li>• Complete suspension letter and paperwork and upload to Arbor as suspension.</li> <li>•</li> </ul>	<p><b><u>Assistant Principal weekly monitoring:</u></b></p> <p><b><u>Arbor reports</u></b></p> <ul style="list-style-type: none"> <li>• C3 report</li> </ul> <p><b><u>Actions:</u></b></p> <p>Three or more C4s in a half term – discuss referrals, AP, and other individualised support.</p> <p><b><u>Weekly LM meeting with Principal:</u></b></p> <ul style="list-style-type: none"> <li>• Associate Assistant Principal collects Arbor reports and reviews actions</li> <li>• Phase lead raises repeated sanctions and students of concern.</li> </ul> <p><b><u>Actions agreed:</u></b></p> <p>Reports? Parent meetings? Referrals needed? Interventions needed? Bespoke actions for individuals where required.</p>
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	<ul style="list-style-type: none"> <li>Physical assault of a pupil</li> <li>Bringing the school into serious disrepute</li> <li>Serious or repeated discriminatory behaviour</li> <li>Serious sexualised behaviour or language</li> <li>Bringing inappropriate items to school (not weapons)</li> </ul>	<p>3-4 days fixed term suspension. Reintegration meeting 1 day in refocus following suspension. Restorative work on behaviours that resulted in this suspension. Report started or upscaled.</p>	<p><b><u>Staff member involved</u></b></p> <ul style="list-style-type: none"> <li>Record on Arbor as a C2.</li> </ul> <p><b><u>SLT member</u></b></p> <ul style="list-style-type: none"> <li>Make recommendation for suspension to principal verbally.</li> </ul> <p><b><u>Pastoral Support</u></b></p> <ul style="list-style-type: none"> <li>If principal confirms, upscale to C4 on Arbor.</li> <li>Complete suspension recommendation paperwork.</li> <li>Get signature from principal (and SENDCo if needed)</li> <li>Arrange reintegration meeting for return to school.</li> <li>Lead reintegration meeting.</li> </ul>	<p><b>Escalation for Repeat Offences:</b> First offence: Base category days Second offence (same category): Add 1 day (maximum 5 days) Third offence: Maximum 5 days + consider permanent exclusion proceedings.</p>
C4/C5	<ul style="list-style-type: none"> <li>Physical assault of an adult/staff member</li> <li>Bringing weapons or dangerous items to school</li> <li>Behaviour posing immediate danger to school community</li> <li>Serious criminal behaviour on school premises</li> <li>Repeated breaches of the behaviour policy</li> <li>Serious breach of the school behaviour policy</li> <li>Serious physical assault of a pupil</li> </ul>	<p>5 days fixed term suspension/consideration of Permanent Exclusion Reintegration meeting 1 day in refocus following suspension. Restorative work on behaviours that resulted in this suspension. PSP report – 6 weeks monitoring.</p>	<p><b><u>Phase lead/SLT</u></b></p> <ul style="list-style-type: none"> <li>Contact home to inform parents of suspension.</li> </ul> <p><b><u>Office Manager</u></b></p> <ul style="list-style-type: none"> <li>Complete suspension letter and paperwork and upload to Arbor as suspension. .</li> </ul>	

	<p>physical assault of an adult</p> <ul style="list-style-type: none"><li>• Possession of/attempted use of banned and/or dangerous items</li><li>• Bringing the school into serious disrepute</li></ul>			
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We have high expectations of pupils' behaviour at Church Hill Middle School and pupils should aspire to behave well in lessons, during social times and in our wider community. Our school values drive our behaviour policy and reflect our commitment to the development of the whole child. Through our tutor time programme, and reparative interventions, pupils are taught to take responsibility for their own behaviours and learn how to make positive choices.

We are committed to fully supporting the mental health and wellbeing of pupils and strive to be as inclusive as we can in our decision making. Negative behaviours result in sanctions which take into account the level of concern, impact on learning or wellbeing and the context of the individual incident. The Behaviour Support Plan is used as a guide, and behaviour instances may be investigated further using strategies such as witness statements and CCTV footage to determine where the behaviour sits. Whether behaviour is positive or negative, pupils communicate their needs, experiences and emotions through the behaviours they present. Therefore, all sanctions will be supported by an opportunity for the child to discuss their actions and feelings with a member of staff.

Staff promote positive behaviours through building strong and nurturing relationships with pupils whilst also seeking to understand and challenge instances of behaviour which do not comply with our expectations.

With classroom behaviours, prior to issuing a sanction, teachers will use a range of strategies to support the child in making the right choices. This includes, but is not limited to, verbal warnings, change of seat, and clarification of instructions.

In KS3, notification of a 20-minute after-school detention will be done via Arbor. In the case of a 40-minute SLT detention being issued, this will be communicated with yourself by one of the pastoral team.

If you wish to discuss incidents with your child's teacher, please contact them via the office to arrange. Due to teaching timetables, please allow 48-hours for the member of staff to respond.