

**\*\*\* DRAFT VERSION \*\*\***

# **Behaviour for Learning and Positive Relationships Policy**

## **2023 – 2024**

### **St Johns C of E Middle School**



This policy is reviewed and updated by Natasha Hine and is approved annually by the Local Governing Body.

Last reviewed: June 2023

Next Review: June 2024

This policy has been written by using evidence and guidance from a number of Publications including:

- Mental Health and Behaviour in Schools (DfE, 2018)
- Improving Behaviour in Schools (EEF, 2019).
- Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions (The Scottish Government 2017)
- Guide to developing a Relational Approach (Babcock)
- Reducing the Need for Restraint and Restrictive Intervention (2019)
- Timpson Review of School Exclusion (2019.)

In collaboration with



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## **1 Introduction**

### **1.01 Strategy**

At St John's C of E Middle School, we believe that in order to facilitate teaching and learning, appropriate behaviour and positive relationships must be demonstrated in all aspects of school life.

This policy clearly outlines the expectations we have of our pupils. We expect our pupils to act with forgiveness, love, integrity and perseverance when faced with difficulties and to show respect towards themselves, others and our school community. This policy is also applicable when pupils are on trips, weekends away and for pupils walking to, or from, school (anywhere where the pupil is representing the school.) This policy will still be applicable during these times and the same sanctions can be imposed as if the incident occurred on the school site.

### **1.02 Legislation and Statutory Requirements**

We have used evidence and guidance from a number of Publications including:

- Mental Health and Behaviour in Schools (DfE, 2018)
- Improving Behaviour in Schools (EEF, 2019).
- Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions (The Scottish Government 2017)
- Guide to developing a Relational Approach (Babcock)
- Reducing the Need for Restraint and Restrictive Intervention (2019)
- Timpson Review of School Exclusion (2019.).

Our mission statement encapsulates our ethos:

At St. John's Church of England School our mission is to be a school where every individual in our community is valued and where care and concern for others is key.

We will be guided by the Christian values of forgiveness, love, integrity and perseverance.

We will expect all our pupils to 'Give of their Best', achieve their full potential, be good citizens and respect difference in our growing global world.

## **2 Aims**

- To promote positive relationships so that all members of our school community can work together with the common purpose of helping everyone to learn.
- To have the highest expectations of pupil behaviour, challenging and addressing inappropriate behaviour in order to promote positive learning behaviour and maximise achievement
- To ensure consistency and clarity in our application of rewards and sanctions
- To ensure that we examine the causes of behaviour and are proactive in our approach
- To work with parents and pupils to create positive relationships that encourage mutual respect and good behaviour in and around our community (See appendix 5 – a relational approach)
- To ensure equality and fair treatment for all. We treat everyone as an individual and our responses should be based on specific individual circumstances.
- To create a safe environment for all pupils and staff by responding to incidents in line with our policy and current legislation.

### **3 Expectations**

Pupils will be expected to behave in a manner which promotes our school's Christian and The British values:

#### **3.01 Christian Values**

**Forgiveness** - We refocus our thoughts on positive emotions; perhaps even feelings of understanding, empathy, and compassion

**Love** - We care for one another, our environment and our learning

**Integrity** - We attempt to do the right thing because we know it is the right thing to do and be guided by our moral compass.

**Perseverance** - We show grit and keep trying to overcome obstacles and failures in pursuit of long-term goals

#### **3.02 British Values**

**Democracy** - We allow others to share views and respect other people's views

**Rule of Law** - We recognise that laws are important to ensure that everyone's rights are respected.

**Individual liberty** - We are free to make our own choices. We try to make wise decisions and do what is right **Mutual**

**respect** - We value tolerance of those with different faiths and beliefs and for those without faith.

#### **3.03 Our School Rules and Expectations**

The following sections outline expectations for different members of our school community and at different parts of the school day.

- All expectations need to be taught continually and consistently applied
- Time must be taken to do this
- Every member of staff has a responsibility to ensure expectations are consistent
- Every member of staff is a role model and should exhibit the behaviour expected

#### **General Pupil Expectations**

1. Be polite and respectful at all times
2. Follow instructions given by staff, even if the staff member is not there.
3. Wear the correct uniform at all times
4. Line up in single file on arrival to a lesson
5. Talk and walk (not shout, run or jump) – quietly walk on the left in corridors
6. Fizzy drinks, sweets, gum or other banned food items are not brought to school
7. Read a book in silence while waiting for the teacher
8. Sit where the teacher asks, placing homework and equipment on the desk. There should be no bags, hats, sunglasses or coats worn in the classroom.
9. Report unacceptable behaviour

#### **Classroom Expectations/ Golden Rules**

1. Attend lessons on time and properly equipped. (Integrity)
2. Be polite and treat everyone and our school environment with respect. (Love)
3. Be a good listener so everyone can learn. (Love)
4. Complete class and home work to the best of my ability. (Integrity/Perseverance)
5. Always leave the classroom tidy. (Love)

### **3.04 Staff expectations**

1. Arrive on time to lessons (meet and greet), duty and to collect class at the end of lunchtimes.
2. Reinforce, calmly, clear expectations of behaviour at all times.
3. Deal with incidents of inappropriate behaviour by following the school policy.
4. Ensure that pupils are clear on and reminded of the expectations when moving around school and lining up.
5. Set high expectations based on equality, respect and fairness.
6. Do not ignore any unacceptable behaviour – what you permit, you promote.

For specific roles and responsibilities for all stakeholders, please see appendix 3.

### **3.05 Home-School Links**

We pride ourselves on our links with parents and encourage parents to contact us if there are any concerns or if support is needed with their child's behaviour at home. Where appropriate school will liaise with outside agencies to gain support and advice. Details of who we work with are outlined in the school [Early Help Offer](#) and [Early Help Statement](#) which can be found on the website in the Safeguarding section.

Parents and pupils should be aware that there is an expectation that children behave respectfully and appropriately when in, and out of, school; especially when in their uniform. Children need to be mindful of how they behave when in their uniform, ensuring that they do not impact on their reputation, or that of the school.

The school reserves the right to take any reasonable action as a result of inappropriate behaviour by any pupil when he/she is on or off site in school uniform or can be identified as a pupil of our school. This includes taking sanctions up to permanent exclusion against pupils who do not behave appropriately and bring the school into disrepute.

Where patterns are noted or there is an increase in the number of times a child is accessing recovery support unit/receiving sanctions, contact will be made. Parents, the child, and staff discuss the Signs of Success 'what they are worried about', 'what is working well' and 'what needs to happen.' All parties are involved in a 'scaling question' (0-10) See appendix 6. A plan is created on Provision Map with a review date within 2- 4 weeks. The plan is then reviewed using measurable outcomes and the scaling question repeated. Where the plan is successful, strategies are added to the child's one-page profile and the plan closed. Where the plan is unsuccessful, HOY and subsequently SLT, are invited to the review meeting following discussion in weekly Head of Year meetings. Agencies who may be involved are named in our [Early Help Offer](#).

Please see our Home School Agreement (appendix 2)

## **4 Managing Behaviour for Learning**

### **4.01 Rewards for getting it right**

Rewarding positive behaviour.

At St John's Middle School, we want to encourage pupils to make positive choices when it comes to behaviour and their learning. Setting high, but reasonable expectations we inspire our pupils to 'Give of Their Best' in every lesson, every day.

We aim to celebrate the positive things our pupils do both in and outside of lessons.

Epraise gives pupils and parents the opportunity to share successes of what's going on at the school in terms of behaviour and achievement. It is an online rewards system that we use to record, and share, all the great things the

children do in school so their achievements can be recognised and celebrated at home. Please refer to the [Epraise Parent Guide](#) for more information on logging in, tutorials and settings

Pupils can gain points:

- +1 point per house point
- +3 points per positive postcard
- +5 points per subject award/certificate/ Half Sports colours. Values awards
- +10 points per HT Award/ Full Sports Colours
- +25 points per End of Year Prize

Rewards are given fairly as a means of acknowledging effort and achievement and meeting the aims and values of St John's Middle School. Our rewards are based around the development of key character traits and our school values of Forgiveness, Love, Integrity and Perseverance.

Rewards may be given for the following:

- Attendance
- Participation in House competitions
- Outstanding effort in lesson or with homework
- Outstanding attainment
- Fulfilling prefect and pupil leadership roles
- Reading widely for enjoyment
- Representing the school
- Headteacher's award
- Tutor awards – uniform and equipment

All staff will give house points where pupils are deserving. We award house points for above and beyond behaviours. Staff can reward pupils by:

- Making a phone call home
- Sending a positive postcard
- Issuing a house point
- Nominating a pupil for the Headteacher's award

House points result in certification and prizes.

Rewards	Housepoints
Bronze	399-599
Silver	600 – 799
Gold	800 - 999
Platinum	1000+

Certificates will be awarded in our half termly celebration assemblies. There will also be prizes for the top 3 boys and girls with the highest number of housepoints, as well as the top 3 most improved boys and most improved girl's scores over the half term.

### **Booster points**

At the end of each half term, pupils will be awarded with booster points as reward for consistently making positive choices. The number of points they achieve will be determined by the following criteria:

96% Attendance	75 points
0–20 demerit value/ total	75 points

The **Headteacher's Award** is awarded to pupils who are nominated by staff for their exceptional and outstanding contribution to the school community. This can be for academic achievement or for success beyond the classroom. Pupils who are awarded a Headteacher's Award will be recognised in the school's termly "Red Sweater Letter" and on the screen in reception, which will be updated half termly. They will also receive a certificate and badge.

**House Competitions** -The house points earned by each of the pupils will count individually and towards the house point total for each house. The house with the most points is awarded the House Cup at the end of each term. At the end of the year, the House Cup is awarded to the house with the highest total of points for the year.

**Celebration Assemblies** - Each term celebration assemblies will be held in all year groups to highlight significant levels of improvement and achievement by individual pupils. Pupils will also receive their rewards certificates earned through the last half term at this assembly. The emphasis in these events is on breadth and inclusion. Pupils will be recognised for their achievements in the previous half term including attendance, sporting events, extracurricular activities, activities outside school and the number of housepoints achieved. In order to further develop a culture of praise and success, there will be an element of celebration of achievement as part of year group assemblies each week. This will ensure pupils are clear about the value placed on the achievements of themselves and their peers.

**The Prize awards evening** will be held annually during the summer term, and will celebrate the achievements and personal development of the pupils in their education.

**Sports Awards Evening and PE awards** - We also hold an annual sports awards evening to celebrate the pupil's commitment and contribution to PE and school sport.

**End of year celebration activities** - Each year group will have a celebratory activity or event in which pupils can participate in at the end of the year if they are able to fulfil the criteria. Parents and pupils will be made aware of the criteria and this will be regularly communicated to the pupils to allow them to monitor their progress towards the event or activity.

At the end of the academic year, pupils who are eligible and who have continually demonstrated a positive attitude to learning will be able to use their housepoints to access our end of year celebration events. Pupils with poor behaviour may not be eligible to take part in these activities and events. Eligibility for the reward events will not be guaranteed on Epraise point accumulation alone. If pupils fall into any of the following categories at the date an event deadline the school reserves the right to remove them from the event and their points will be refunded. In the event of this looking likely, parents would already have been spoken to by the Head of Year or a member of SLT. Reason why a pupil may not be able to attend:

- Attendance is below 96% without exceptional circumstances (see appendix 4 for exception circumstances)
- Pupil has any outstanding lunchtime or after school interventions
- Pupil has received fixed term suspension during the term of the event
- Pupil has received two or more periods of Recovery/ Internal Suspensions within the term

In addition, at the end of each term the following will take place:

1. Department nominations for pupil who consistently make significant effort. These nominations will be entered into a departmental prize draw and the winners (one per Year group) will be awarded with their prize and certificate in the celebration assembly at the end of the term.

2. The St John's Raffle

A pupil will get an entry in the draw for the following:

- ✓ Attitude to learning – more housepoints = more entries
- ✓ Contribution to school life – 1 entry per nomination for making a positive contribution to the life of the school, serving refreshments at parents evening, supporting the PE department with events, participating in a school sports team. This is not an exhaustive list.

#### **4.02 Demerits for negative behaviour**

Behaviour is a form of communication and demerits are issued to encourage better choices as well as to identify patterns and to develop stronger and more productive working relationships. Pupils should expect that any inappropriate behaviour will see the issuing of demerits in line with the school's Behaviour for learning system (appendix 1).

Staff will use a range of strategies to eliminate low level disruption instead of or prior to using the behaviour for learning system. For example, discreet reminder of their expectations or requesting a pupil moves seat.

Where given, demerit (D) points are added to Epraise. These do not deduct from the positive points earned. Accumulation of too many of these over time, will result in meetings with parents and a graduated response triggered (appendix 7) to develop a pastoral support plan.

The behaviour for learning system (appendix 1) makes expectations clear and enables pupils to recover their behaviour, get back on task and avoid any further demerits. It offers clarity, allowing pupils to know what is expected, the consequence of their actions if their behaviour continues and encourages them to learn self-regulation skills.

#### **4.03 Interventions for managing behaviour**

D3 interventions: Pupils may have up to 15 minutes of their social times removed for not meeting the school expectations. For example, not completing work to the expected standard or disrupting the learning environment.

D4 Lunch time interventions: If a pupil is issued with a D4 intervention, they will have 25 minutes of the social time removed. For example, for persistent breaches of the school uniform code, lack of respect to staff or not meeting the agreed target outcomes of a pastoral plan. The issuing teacher will inform parents and the pupil of when the intervention will occur.

D5 After school interventions: If a pupil is issued with a D5 intervention, they will remain in school for up to 45 minutes. The parents and pupils will be informed of the intervention either by the HOY or a member of SLT.



## **Escalation of demerits.**

Where a pupil received a total demerit value of 5-10 in a week they receive a D4 lunchtime intervention.

Where a pupil received a total of 10 plus demerit total they will receive a D5 afterschool detention.

Where a pupil displays persistent disruption of learning, further escalation such as internal suspensions/recovery will be considered.

### **4.04 Recovery Internal Suspensions/ Interventions**

Where appropriate, recovery suspensions/ interventions sessions will be used before a fixed term suspension. A decision to use an internal suspension will be taken where a pupil shows an extreme level of behaviour. A decision to internally exclude a pupil will only be taken:

- In response to serious breaches of the school Behaviour for Learning and Positive Relationships policy
- If allowing the pupil to remain in the regular curriculum would seriously harm the education or welfare of the pupil or others in the school.

For continued non-compliance, despite plans being in place, or in the event of a serious incident it may be necessary to implement an internal suspension/ intervention for a short period of time.

A pupil will be maintained in the recovery support classroom for half or full days (up to 3 days.) In this case, children will be asked to complete academic work. The teachers will need to provide suitable work that the child can access on their own. Work is given so children can learn independently, and adult attention is only given to the child to reinforce desired behaviour.

Break times will be staggered, children should not go out to play with peers, unless this forms part of the reintegration programme. The child would have some supervised time outside in the playground or within an appropriate place within the building (e.g. school hall).

A member of the Pastoral Team will speak to parents and discuss how more positive behaviour can be encouraged both at home and at school and identify support if required.

### **4.05 Fixed Term Suspensions**

The decision to issue a fixed term suspension is never taken lightly. It is an extreme measure and every other possible solution should have been sought to correct or resolve the reason behind the behaviour. External suspension can be for repeated patterns of behaviour or a one-off incident. An external suspension will be used where internal suspensions/ interventions have shown not to change the child's behaviour. The same criteria for internal suspension can be applied to external suspension.

Following a period of internal suspensions/ interventions or on return to school, following a fixed term suspension, the parents are requested to attend a reintegration meeting with identified members of staff in order to discuss the reason for the suspension and any support required in order to prevent a repeat of the circumstances. All behaviour issues are considered on an individual basis.

### **4.06 Permanent Exclusion**

For repeated, or one off, very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Should the Headteacher issue a permanent exclusion, the Chair of the Governing Body Suspension Committee is informed and issued with related paperwork.

The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the headteacher can make the decision to permanently exclude. In some cases, the Headteacher may decide to impose a five-day fixed-term suspension pending investigation and, once these have been completed, the headteacher may then decide that the incident warrants a permanent exclusion. There will be exceptional circumstances that the Headteacher may decide to permanently exclude a pupil for a “one off” incident – These include but are not limited to;

- Serious actual, or threatened violence against a pupil or member of staff
- Vandalism/serious damage to property
- Sexual assault/abuse
- Supplying an illegal drug
- Carrying an offensive weapon

When a pupil is involved in a criminal activity, the headteacher will consider whether to notify police. Under certain circumstances the police will be contacted. (Arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism and physical assault.)

## **5 Student Support**

### **5.01 Recovery Support Approach**

(Full Detail in the [Recovery Support Rationale](#))

At St John’s C of E Middle School, we use a recovery support approach to meet the aims set out in ‘Reducing the Need for Restraint and Restrictive Intervention’ (2019) and the ‘Timpson Review of School Exclusion’ (2019.). This is to allow the school to maximise the time pupils spend within the teaching and learning process, reduce suspensions and maintain a low-key approach at the lowest level of support. The framework allows for a graduated approach to support children who may be experiencing a heightened emotional state in the least intrusive manner. We understand that behaviour is form of communication and will work to understand the reasons behind any disruptive behaviour and apply intervention where necessary.

The overall impact of the Recovery Support approach reduces feelings of insecurity and anxiety which in themselves can trigger challenging behaviour within children. Children are supported and helped during difficult situations and over time, the internal controls children have (psychological inhibitors) become more prominent allowing children to regulate their own behaviour.

### **5.02 Responding and Calming**

There are three main elements that must be very clear to the pupils:

- How they behave is their CHOICE (Some pupils may require support regulating before this can happen)
- (Integrity)
- Each lesson is a FRESH START. (Forgiveness)
- There is school wide CONSISTENCY. (Perseverance)

### **5.03 Re-integration and Re-entry**

A key principle behind the Recovery Support model is to allow children to ‘recover’ their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible. This increases their own self-efficacy and confidence.

At any stage within the model classroom re-entry should be considered carefully and thoroughly planned.

**Reintegration: Points to consider:**

- Seating Plans
- Welcoming the pupil
- Allowing time for the pupil, and classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour or insisting on public apology
- Praising positive behaviour in a non-counterproductive way
- Support from the Recovery Support Practitioner to reintegrate to the lesson
- Re-establishing rapport and continuing to build relationships
- Re-introducing the curriculum and accounting for missed learning steps

**5.04 Restorative Practice**

The Policy is guided by the Principles of Restorative Practice and recognises the importance of developing and maintaining positive relationships. Staff encourage the restorative option to build community and maintain a positive learning environment. We believe by developing the use of restorative language, meetings, restorative conversations and peer mediation within our school we increase the possibility of positive outcomes for pupils following conflict. This approach is implemented in order to reduce suspensions, removals from class, bullying, after school interventions and disruptive behaviour by promoting and developing emotional literacy, honesty, responsibility, accountability and conflict resolution skills. In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between home and school as outlined in the school's [Early Help Statement](#)

Where a child receives an intervention e.g. a 15 minutes D3, a short restorative conversation takes place with the member of staff who issued the sanction before the next lesson. This is with the intention of restoring and repairing the relationship. Pupils are encouraged to engage in the process in keeping with the school values of forgiveness and reconciliation. Staff may request a Head of Year's help to facilitate the conversation.

**5.05 Equal Opportunities**

Under the Equality Act 2010 the school recognises its legal duty to prevent children with protected characteristics from being at a disadvantage. Our approach to challenging behaviour may be adapted to cater to the needs of a pupil.

At St John's Middle school we use a graduated response to support pupils most in need. Details of the assess, plan, do and review cycle we use, can be found in the appendix (Appendix 10).

There are a range of strategies that the school will use to support pupils. These can include:

- Implementation of a learning support plan. The pupils' behaviour will be monitored over a period of time. There will be regular reviews to monitor progress and parental involvement will be required. In most instances, this will be initially put in place by the child's form tutor. Where the no improvement is seen the next stage of our graduated response will be triggered with support from other stakeholders (Graduated response: appendix 7)
- Multi agency assessment
- Classroom environment assessment
- Additional support or time limited interventions

- SENDCO to evaluate pupil to exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.
- Advice sought from educational psychologist or medical practitioners.
- Acute needs – liaison with external agencies

The school will work positively with external agencies (appendix 9). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support available.

## **6 Use of Reasonable Force**

In some circumstances it may be necessary to use reasonable force. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. Schools do not need parental consent to use reasonable force on a pupil. All members of staff have legal power to use reasonable force in the circumstances identified in the DfE guidance '[Use of reasonable force in schools](#)' (2013.) However, we recognise that restrictive practice only used where absolutely necessary. At St John's C of E Middle Academy, we also have a number of staff who have undergone Management of Actual or Potential Aggression (MAPA) training which includes de-escalation techniques. Where necessary, school staff will use reasonable force to:

- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight.
- Prevent a pupil from harming themselves or another pupil through physical outbursts.

Full details can be found in the school [Positive Handling Policy](#). Where reasonable force is used, parents/carers are notified, and the incident recorded

## **7 Prohibited Items**

At St John's Middle School, items identified as prohibited items, could create unacceptable risks and to others and creates a climate that undermines the educational purpose of our school.

Any pupil who carries a prohibited item will be subject to action under the Behaviour for learning policy. In some instances, the police will be contacted.

Prohibited items in school include:

- Fire lighting equipment: Matches, lighters, etc.
- Drugs and smoking equipment: Cigarettes, Tobacco, Cigarette papers, Electronic cigarettes (e-cigs/ vapes), Alcohol, Solvents, any form of illegal drugs, any other drugs, except medicines covered by the [prescribed medicines procedure](#).
- Weapons and other dangerous implements or substances: Knives, Razors, Catapults, Guns (including replicas and BB guns), Laser pens, Knuckle dusters and studded arm bands, Whips or similar items, Pepper sprays and gas canisters, Fireworks, Dangerous chemicals
- Other items: Liquid correction fluid, chewing gum, caffeinated energy drinks, Offensive materials (i.e. pornographic, homophobic, racist, etc.), Aerosols including deodorant and hair spray, any other toys which are deemed hazardous.

## **8 Search and Confiscate**

- Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- Under part 2, section 2 of the [Education Act 2011](#), teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, vapes, and

alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

- Searches will be conducted, wherever possible, by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- Following a search, the headteacher or another senior leader will contact the parents/carers to advise them of the procedures which were undertaken.
- A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is prohibited item e.g. aerosol sprays, make up, chewing gum, fizzy drinks.
- If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

## **9 Mobile Phones**

Please also see the school's [Mobile Phone Policy](#). A child may bring a mobile phone. (Based on agreement to the policy) However, these must be switched off and out of sight within school. On the first occasion this is breached, the phone is confiscated and locked in the safe for collection by the child at the end of the day. A sanction is also applied to Epraise to notify parents. On the second occasion, the phone is kept until collected by the parent and a third time would result in the child being unable to bring the phone to school. If a pupil is caught taking photographs/videos on their mobile in school, they will be asked to delete them immediately and the phone confiscated, as this is in breach of our safeguarding policy. A D4 will be issued and parents will be informed. Should a pupil upload material taken whilst in school to any form of social media they will receive a D5 and they will not be allowed to bring a phone to school for the remainder of that term. The matter may also be referred to the police should the content of the upload further breach safeguarding measures.

## **10 Anti-Bullying - What is bullying?**

St John's C of E Middle School, we define bullying to our pupils as, *"the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."* (Anti-Bullying Alliance)

*If someone is doing something that they do not like. We encourage use of the word "STOP." It also makes it clear that the person does not want it to continue in an assertive manner. Aggression and retaliation should never be encouraged and will result in sanctions for both children.*

*Bullying is something that happens **Several Times On Purpose** and they should **Speak-out Tell One Person***

Bullying is a direct contradiction of our school values of forgiveness, Love, Integrity and Perseverance.

See our Anti-Bullying strategy for more information.

## Appendix 1: Behaviour for Learning system

Your Actions/ Behaviour in the classroom		Action may include:
<p>If you display excellent behaviour, such as:</p> <ul style="list-style-type: none"> <li>✓ Producing excellent class or homework (Better than MET).</li> <li>✓ Positive contribution to group work or class discussion</li> <li>✓ Demonstration of our school values, Forgiveness, Love, Integrity and Perseverance.</li> </ul>	<b>+1</b>	<ul style="list-style-type: none"> <li>▪ Give you verbal praise</li> <li>▪ Thank you for doing the right thing</li> <li>▪ Reward you with a house point</li> <li>▪ Make a positive phone call home or send a positive postcard</li> <li>▪ Nominate you for an award such as a values awards or the Headteacher's award.</li> </ul>
<p>If you meet all of our school expectations and demonstrate our school values of love, integrity and perseverance. This could include:</p> <ul style="list-style-type: none"> <li>✓ Having everything you need for your lesson</li> <li>✓ Arriving on time and ready to learn</li> <li>✓ Working to the best of your ability and producing good work</li> <li>✓ Giving of your best</li> <li>✓ Having good manners such as saying please, thank you and holding open doors for others.</li> <li>✓ Following the our general and classroom rules</li> </ul>		<ul style="list-style-type: none"> <li>▪ Give you verbal praise</li> <li>▪ Thank you for doing the right thing</li> <li>▪ Reward you with positive points</li> </ul>
<p>You are not meeting our expectations. This could include:</p> <ul style="list-style-type: none"> <li>✗ Arriving late and/or unprepared to lessons</li> <li>✗ Disrupting the learning of others</li> <li>✗ Not following instructions</li> <li>✗ Showing a lack of respect to the teacher or others.</li> <li>✗ Uniform infringement (Form teacher – start of day)</li> <li>✗ Using inappropriate language such as being unkind to others.</li> <li>✗ Behaving in a way that could impact on others physical or emotional wellbeing.</li> </ul>	<b>D1</b>	<ul style="list-style-type: none"> <li>▪ Give you a verbal warning that if you continue to not meet expectations you will be issued with a D2.</li> <li>▪ Remind you of the expectations you need to meet.</li> <li>▪ Explain that if the behaviour displayed does not improve (within a clearly defined timeframe) you will receive further demerits.</li> </ul>
<p>You continue to display behaviour that prevents you or other from learning:</p> <ul style="list-style-type: none"> <li>✗ Breaking the classroom expectations for a second time.</li> <li>✗ Poor quality or incomplete classwork.</li> <li>✗ Poor quality or incomplete homework. (1 deadline extension)</li> <li>✗ Mobile phone visible</li> <li>✗ Loud or boisterous behaviour when moving around school</li> <li>✗ Banned food items such as fizzy drinks, chewing gum or sweets.</li> </ul>	<b>D2</b>	<ul style="list-style-type: none"> <li>▪ Move you seat or give you time to reflect on your behaviour.</li> <li>▪ Have 1 - 1 conversation with you to explain what you need to do to refocus your behaviour</li> <li>▪ Inform you that you will need to come and see them for 5 minutes of your own time. This could be at break time, lunchtime or after school.</li> <li>▪ Have a restorative conversation with you to ensure you know what the expectations are for next lesson.</li> <li>▪ Ask you to complete the class or homework to the expected standard.</li> </ul>
<p>You are displaying major disruption that prevents you or others from learning:</p> <ul style="list-style-type: none"> <li>✗ Persistent disruption</li> <li>✗ Repeated lack of respect to staff</li> <li>✗ Boisterous behaviour</li> <li>✗ Damage to property</li> <li>✗ Inappropriate language such as swearing</li> <li>✗ Repeated D2 behaviour.</li> </ul>	<b>D3</b>	<ul style="list-style-type: none"> <li>▪ Issue you with a D3 – up to 15minute intervention at lunchtime or at a time convenient to them. They will inform you of the date and time of the D3.</li> <li>▪ Call recovery if necessary</li> <li>▪ Send an Epraise message home explaining what led to the D3. If your parents do not reply or read the message, they will also make a phone call.</li> <li>▪ Have a restorative conversation with you to ensure you know what the expectations are for next lesson.</li> <li>▪ Ask you to complete your work in another room.</li> </ul>

<p>You are displaying serious issues within the classrooms:</p> <ul style="list-style-type: none"> <li>✖ Serious and persistent disruption of the learning</li> <li>✖ Serious lack of respect towards a member of staff</li> <li>✖ Threatening behaviour towards others</li> <li>✖ Abusive language towards peers or staff</li> </ul> <div>D4/5</div> <ul style="list-style-type: none"> <li>✖ Continued refusal to comply.</li> <li>✖ Second removal from lesson after reintegration by the recovery team</li> <li>✖ Assault / fighting</li> <li>✖ Racist, discriminatory or homophobic language, including sexist derogatory language directed at an individual.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Removal from lesson by RS and/or on-call staff</li> <li>▪ Contact HOY at the earliest possible point to inform them of the incident.</li> <li>▪ Your HOY will Inform you that you need to attend a lunchtime intervention. For the most serious incidents this may be upgraded to a 45-minute afterschool intervention or an internal suspension. (They will inform you of the date and time you will be expected to attend)</li> <li>▪ Reflect on the incident during your intervention as part of our restorative practice system.</li> <li>▪ Carry out a restorative conversation with the teacher before the next lesson.</li> <li>▪ Possible internal suspension, fixed term suspension depending on the severity and frequency of the incident.</li> </ul>
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## **Appendix 2: Home School Agreement**

### **Home – School Agreement**

#### **PARENTS AND CARERS WILL WORK TO ENSURE THAT:**

- My child attends school every day and phone/ Report by 9:15 a.m. if they are absent
- Support the school's policies, including the school behaviour and relationships policy
- Make school aware of any issues that might affect my child's work or behaviour
- Communicate respectfully through the school channels and not post negative comments on social media about staff, other pupils, parents or the school which may damage relationships.
- Take responsibility for my child's social media use and ensure it does not impact on school life.
- Conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to children. Supporting the respectful ethos of the school by setting a good example of their own speech and behaviour towards all members of the school community.
- Log in to my parent Epraise account regularly as a means of communication between home and school
- Support my child with homework and other opportunities for learning
- Attend parents' evenings
- Ensure my child wears the correct school uniform and is well equipped for lessons

#### **PUPILS WILL WORK TO ENSURE THAT THEY:**

- Demonstrate our Christian and British Values
- Attend regularly, arrive on time, wearing the correct uniform with the correct equipment
- 'Give of your best' - Work hard and expect to learn in every lesson, completing work to the best of their ability
- Follow the school rules and show respect to others
- Use technology in a respectful way that supports and maintains positive relationships.
- Be polite at all times and open the door to let an adult through first
- Respect the school building and equipment, and leave rooms tidy after using them
- Be responsible for my own behaviour and take the consequences if I break the classroom code
- Tell someone if I have a problem

#### **IN RETURN THE SCHOOL TO WORK TO ENSURE THAT:**

- Care for your child's safety and happiness
- Strive to ensure your child achieves their full potential
- Keep you informed with regard to your child's learning and progress
- Contact home to praise and reward pupils' success
- Contact home if there are concerns about a pupils' behaviour, effort or attendance.
- Provide a balanced, relevant and enriched curriculum in order to engender a love of learning
- Be welcoming and always available to listen to any concerns
- Provide regular communication via Epraise, ParentMail and the Red Sweater Newsletter



### Appendix 3: Expectations – Roles and Responsibilities

Aims:	<ul style="list-style-type: none"> <li>▪ To have the highest expectations of pupil behaviour, challenging and addressing inappropriate behaviour in order to promote positive learning behaviour and maximise achievement</li> <li>▪ To ensure consistency and clarity in our application of rewards and sanctions</li> <li>▪ To ensure that we examine the causes of behaviour and are proactive in our approach</li> <li>▪ To work with parents and pupils to create positive relationships that encourage mutual respect and good behaviour in and around our community (See appendix – a relational approach)</li> <li>▪ To ensure equality and fair treatment for all. We treat everyone as an individual and our responses should be based on specific individual circumstances.</li> <li>▪ To create a safe environment for all pupils and staff by responding to incidents in line with our policy and current legislation.</li> </ul>
Targets:	<ul style="list-style-type: none"> <li>▪ 80+% of parents and staff &amp; pupils rate behaviour as good or better</li> <li>▪ Suspensions (fixed and permanent per 100 pupils below the national average)</li> </ul>
Roles and Responsibilities:	
All staff (including teachers, support staff and volunteers) will:	<ul style="list-style-type: none"> <li>▪ Expect high standards of work and behaviour and challenge where this does not occur</li> <li>▪ Ensure the policy is implemented fairly and consistently</li> <li>▪ Create a supportive and high quality learning environment, teaching and modelling positive behaviour for learning and developing positive relationships.</li> <li>▪ Receive regular training on how to foster a positive behaviour for learning in the classroom</li> <li>▪ Work with Heads of year to restore relationships where needed</li> <li>▪ Communicate regularly with parents by phone, Epraise, reports and post on areas of concern and praise.</li> </ul>
The Head of school will:	<ul style="list-style-type: none"> <li>▪ Ensure all decisions regarding this policy are in line with current DfE Policy and guidance.</li> <li>▪ Record appropriately all suspensions and formal communications with parents or outside agencies.</li> <li>▪ Respond to training needs through appropriately planned Professional Development.</li> <li>▪ Review the health, safety and welfare of staff regularly.</li> </ul>
Form teachers will:	<ul style="list-style-type: none"> <li>▪ Reward positive behaviour and take action to improve poor behaviour</li> <li>▪ Check pupil uniform during morning registration</li> <li>▪ Work to create a cohesive group and positive ethos</li> <li>▪ Communication with parents regularly</li> <li>▪ Monitor the behaviour and wellbeing of pupils, using the reporting process where necessary</li> <li>▪ Action the first stage of a graduated response when necessary and remain involved throughout.</li> <li>▪ Ensure that there is a 'mood board check in' twice a day (Registrations) which allows for early identification of issues which may impact on a child's learning behaviour.</li> </ul>
Heads of Year will:	<ul style="list-style-type: none"> <li>▪ Have overall responsibility for the behaviour of pupils in their year group</li> <li>▪ Closely monitor the behaviour of pupils via Epraise and provide help to form teachers in coordinating support.</li> <li>▪ Report to SLT patterns of behaviour in their year group and communicate what actions have been taken to improve behaviour where concerns have arisen.</li> <li>▪ Model and implement the behaviour and relationships policy for their year group</li> <li>▪ Meet regularly with their year team and support them with the needs in their form groups</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Meet parents and carers to discuss concerns and provide support where needed</li> <li>▪ Implement and monitor the anti-bullying procedures and take action where necessary</li> <li>▪ Work with relevant teachers to review Individual Pastoral Support Plans using measurable outcomes from Epraise</li> </ul>
SENDCO will:	<ul style="list-style-type: none"> <li>▪ Co-ordinate support for all pupils including those with Social, emotional and behavioural needs in accordance with the SEND Code of Practice</li> <li>▪ Work closely with the pastoral team to discuss proactive strategies to support pupils.</li> <li>▪ Liaise with relevant external agencies and feedback to pastoral team on outcomes.</li> </ul>
Assistant head teacher – Behaviour and Attitudes will	<ul style="list-style-type: none"> <li>▪ Be responsible for the development and coordination of whole school strategies to lead behaviour across the school.</li> <li>▪ Support all staff in maintaining the highest standards of pupil behaviour.</li> <li>▪ Monitor, evaluate and report on progress in improvements in overall behaviour and attitude to learning.</li> <li>▪ To promote amongst pupil's high standards of conduct, uniform, discipline, a proper regard for authority and the encouragement of good behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Implement strategies to ensure academy suspension rates remain below national.</li> <li>▪ Lead and manage effective and appropriate off-site provision as the school EVC.</li> <li>▪ To work closely with the SENDCO to ensure every pupil in need of additional support is referred appropriately.</li> </ul>
Early Help and Mental Health Support Trauma informed Practitioner (Wave 3)	<p>The main aim of the Practitioner is to support the pupils, and their parents, who have been identified as extremely vulnerable.</p> <p>Vulnerability is identified via several ways: Changes in behaviour/emotional state, Communication with parents/carers, Attendance, Conversations with pupils, Assessment using <a href="#">'Motional'</a> and the Landscape of the Mind which provides a baseline for their emotional wellbeing, Where needs are identified, pupils are offered a programme of support relevant to their needs. This is recorded on Provision Map.</p>
Emotional Literacy Support Assistant (Wave 2)	<p>The main aim of the Emotional Literacy Support Assistant is to assist in identifying possible causes for nonengagement in learning and offering strategies and 'time-limited' support group provision. Deployment is made where trends have been identified or there is a continued decline in a pupil's emotional wellbeing despite wave 1 provisions. This is recorded on Provision Map.</p>
Recovery Practitioner (Wave 1)	<p>The main aim of the recovery practitioner is to promote positive behaviour throughout the school, and to ensure that pupils having difficulty managing their behaviour are supported in line with our Recovery Process. This involves de-escalation, active listening, and reintegration. This is recorded on Provision Map.</p>
SLT will:	<ul style="list-style-type: none"> <li>▪ Be active and engaged in managing behaviour and role modelling of expectations</li> <li>▪ Take action with regard to serious incidents and persistent disruption</li> <li>▪ Identify and provide regular training on behaviour and engagement for staff and pupils</li> <li>▪ Monitor referrals, alternative provision and suspensions</li> <li>▪ Report key data such as suspensions and referrals to the Governors</li> </ul>
Pupils will:	<ul style="list-style-type: none"> <li>▪ Behave appropriately and with consideration for others both inside and outside school</li> <li>▪ Follow school rules and comply with school procedures</li> <li>▪ Work positively with all adults and each other</li> </ul>
Parents will:	<ul style="list-style-type: none"> <li>▪ Work with the school to encourage respect, and good behaviour inside and outside of school</li> <li>▪ Inform the school of any information which may affect their child's ability to thrive at school.</li> <li>▪ Support the school policy on rewards and sanctions</li> <li>▪ Attend meetings with staff to discuss their child</li> </ul>
Governors will:	<ul style="list-style-type: none"> <li>▪ Support rewards and reward events</li> <li>▪ Support the school in maintaining high standards of behaviour</li> <li>▪ Handle complaints regarding this policy, as outlined in the school's <a href="#">Complaints Policy</a>.</li> <li>▪ Sit on suspension panels as required (non-staff governors only)</li> <li>▪ Monitor and review the effectiveness of the policy</li> </ul>
Other documents	Job descriptions. Staff code of conduct. Home-school agreement. School rules. Suspension data

#### **Appendix 4: Exceptional circumstances for non-attendance**

Examples of any exceptional circumstances where leave may be granted during term time are as follows:

- If a parent is service personnel and is returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a close relative, only if Headteacher is satisfied that the circumstances are truly exceptional;
- Out of school programmes such as music, arts or sport operating at a high standard of achievement. Documentary evidence of this event will be required.
- Religious observance – The Education Act 1996 S444(3) (c), states "on any day exclusively set apart for religious observance by the religious body to which his/her parent belongs";
- To attend a wedding or funeral of a close relative if the Headteacher is satisfied that the circumstances are truly exceptional; Leave should only be authorised for this purpose when a Headteacher is satisfied that there is a persuasive reason for holding the wedding during term time and there WILL be an onus on parents to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the Headteacher may use his/her discretion in granting leave and each case should be addressed on its individual merits, taking into account the overall welfare of the child.

Examples of circumstances NOT considered as exceptional

Holidays abroad for the purpose of visiting a sick relative, excepting where that person is seriously ill. Medical evidence may be requested.

Holidays taken in term time due to lower cost/parental work commitment

## Appendix 5: The Relational Approach

Children do better when they are calm. The calmer and more connected the caregiver, the calmer and more secure the child. And the healthier it is for the child's brain and body.

- Children have very real emotional needs that need proper tending. In general, the more these needs are met, the easier it will be for the child to be resilient in the face of life's challenges.
- Learning about core emotions will help the child successfully manage emotions.
- The child's self-esteem is developed by being kind, compassionate and curious about their mind and world.
- When a break in a relationship occurs, as often happens during conflicts, we aim to repair the emotional connection with the child as soon as possible.



‘Guidance for Developing Relational Practice and Policy’

<https://www.babcockldp.co.uk/inclusion-and-ehwb/relational-learning>

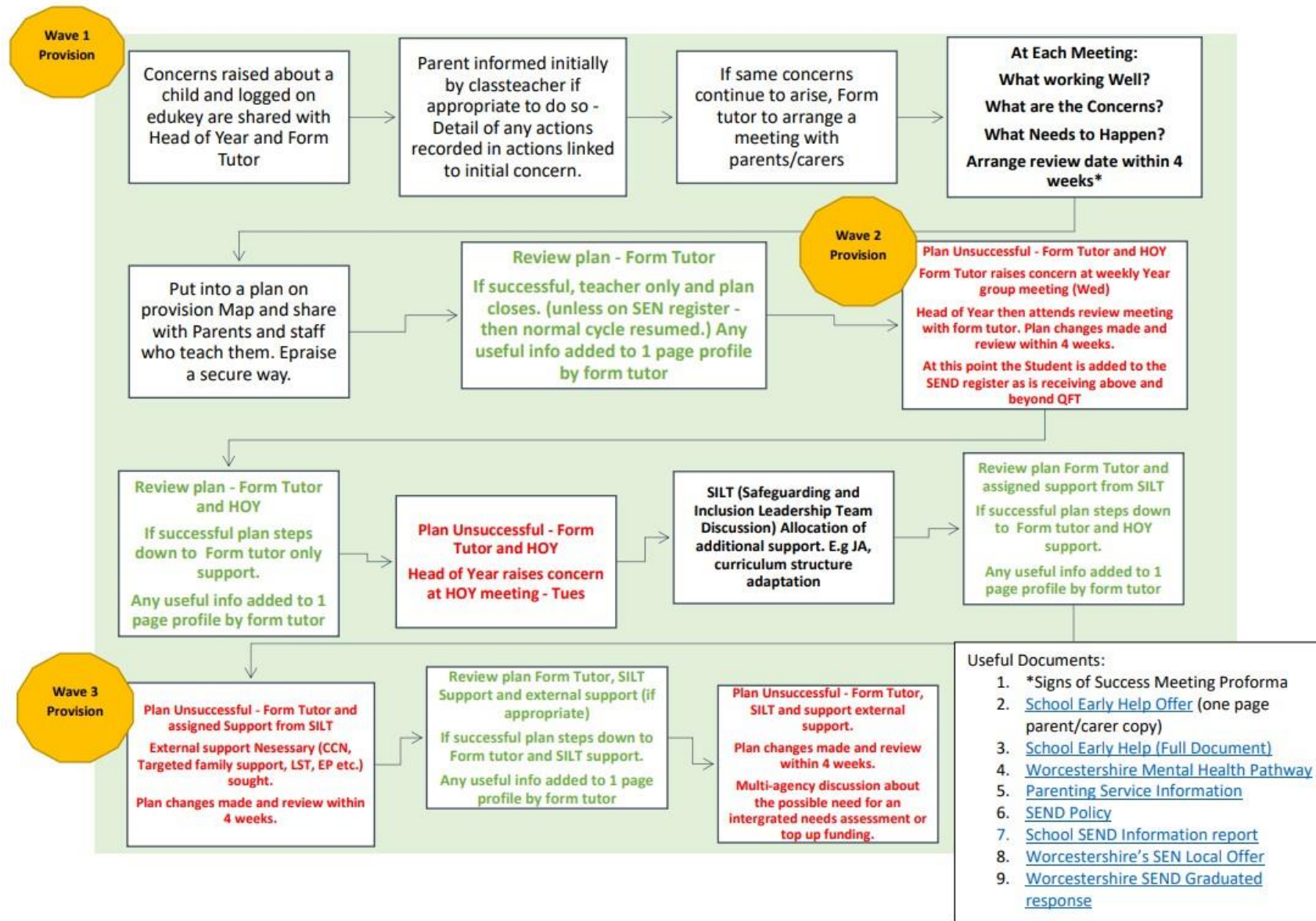
## Appendix 6: Signs of Success Template

Strictly Confidential – Safeguarding – St John's C of E Middle School Signs of Success (SOS)

**\*Have a copy of the school Early help Offer to assist with signposting where support is available.**

Pupil :			D.O.B:													
Reason for meeting: (Highlight) 1. School Early Help 2. Early Help Review	Date:	Staff recording:	Present:													
<u>What's going well? (Child's voice required)</u>			<u>What are we worried about? (Child's voice required)</u>		<u>What needs to happen?</u>											
<p style="text-align: center;"><u>Safety rating</u></p> <p>On a scale of 0-10 where 0 means that things are so bad for the children that they are not in school and 10 means that child has no issues with school, where would you rate the situation? More than one stakeholder's view and the child's view can be added to this.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="height: 20px;">0</td> <td style="height: 20px;">1</td> <td style="height: 20px;">2</td> <td style="height: 20px;">3</td> <td style="height: 20px;">4</td> <td style="height: 20px;">5</td> <td style="height: 20px;">6</td> <td style="height: 20px;">7</td> <td style="height: 20px;">8</td> <td style="height: 20px;">9</td> <td style="height: 20px;">10</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 10px; flex: 1; margin-left: 20px;"> <p><b>When will this be reviewed? (Within 4 Weeks)</b></p> </div> </div>						0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10						

## Appendix 7: St John's Middle School Graduated Response to concerns



## Appendix 8: Epraise Point, Personal Attributes and Values Links

School Value	Epraise Links	Personal Attributes developing
<p>Forgiveness</p> <p>A conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you.</p> <p>We refocus our thoughts on positive emotions; perhaps even feelings of understanding, empathy, and compassion</p>	<p>Team work (Active Listening)</p> <p>Self-management (Of emotions)</p>	<p>Empathetic, Team Players</p>
<p>Love</p> <p>We care for one another, our environment and our learning</p> <p>Take great interest and pleasure in something</p>	<p>Fantastic class or homework (Care taken)</p> <p>Effective participation (Love of Learning)</p> <p>Reading Point</p> <p>Team work</p>	<p>Sociable, Happy, Kind/Caring,</p> <p>Considerate, Knowledgeable, Team Players,</p> <p>Curious, Empathetic, Engaged/Focused,</p> <p>Passionate,</p>
<p>Integrity</p> <p>We attempt to do the right thing because we know it is the right thing to do and be guided by our moral compass.</p> <p>Having integrity means doing the right thing in a reliable way. It's a personality trait that we admire, since it means a person has a moral compass that doesn't waver.</p>	<p>Independent Enquiry</p> <p>Self-management (<i>Both behaviour and work – follow set expectations when the teacher is NOT looking.</i>)</p>	<p>Committed/Determined, Diligent, Self-Motivated, Organised, Independent</p>
<p>Perseverance</p> <p>We show grit and keep trying to overcome obstacles and failures in pursuit of long-term goals</p>	<p>Self-management</p> <p>Independent enquiry</p> <p>Fantastic classwork</p> <p>Effective participation</p>	<p>Committed, self-motivated, resilient,</p> <p>independent, focused, determined,</p>

ESP Reward Point (Extended Services)

## **Appendix 9: External Agencies**

***Agencies the school works with include but are not limited to:***

Worcestershire SEND Services  
CAMHs and CAMHs CAST  
Reach 4 Wellbeing  
Health Professionals  
Worcestershire Children First (Children's Services)  
Early Help  
Targeted Support  
The Parenting Community Service (Peartree)  
West Mercia Police  
The Forge, Aspire Academy and Chadsgrove  
School Nurse  
Bright Futures Educational Psychology



## Appendix 10: Assess, Plan, Do and Review Cycle

