
BEHAVIOUR POLICY

Updated: September 2024

HEXHAM MIDDLE SCHOOL

BEHAVIOUR POLICY

1. General statement

Positive relationships are at the heart of everything we do at Hexham Middle School. Our overall aim is to empower our pupils to achieve their full potential in all areas of school life and our route to this is by building strong relationships which help young people to feel safe and secure in a climate of clear expectations and consistent approaches.

The core values from our ethos are central to this policy and through these we aim to create a culture of:

- **Respect** of self, peers, staff, community and environment
- **Engagement** by promoting curiosity, great learning, being open to new experiences and different perspectives
- **Aspiration** for all our young people to achieve the best they can in all areas of life

2. Policy aims

This policy aims to:

- Support staff, pupils and parents/carers in understanding the whole school relational approach.
- Promote positive relationships and attitudes towards school.
- Promote Emotion Coaching strategies to empower emotional regulation.
- Clarify expectations and consequences to ensure consistency across school.
- Highlight support strategies for behaviour that speak to each child as an individual.
- Promote an understanding of behaviour as a communication of need.
- Promote a culture of self-regulation to support positive behaviour choices.

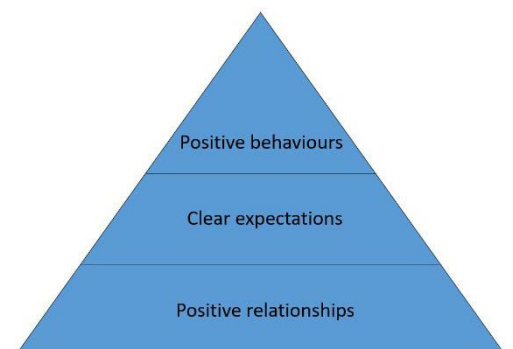
3. The HMS Way

The HMS Way is our code of conduct and a way of being for pupils in our school. The HMS Way is built on the strong foundations of our school ethos and promotes respect, engagement and aspiration. The HMS Way. We also have a version of 'The HMS Way' for adults in the school and this captures how our staff will promote an inclusive environment, embed a relational approach and foster a sense of belonging.

We actively look for and recognise the positives. We use positive praise in an appropriate way to build connection and positive relationships around school. Staff will seek to highlight positive behaviour and will be very clear in their issuing of praise so that pupils understand what behaviour was positive and appropriate. Staff will model positive behaviour and relationships at all times. Staff will anticipate and plan for positive behaviour rather than waiting for poor choices to occur. Children will always be taught to make positive choices.

4. Relational Approach

This policy has been written with an understanding that positive relationships between adults and young people are at the foundation of establishing positive behaviour in school. This is because positive, genuine relationships establish an emotional connection that underpins an individual's motivation to respect that relationship and respond positively to it. Furthermore, such positive relationships establish each young person's sense of safety and security, and their sense of belonging, self-esteem and confidence, all of which are needed for them to succeed in school.



At Hexham Middle School, all staff commit to developing connections and building positive relationships with the young people who attend our schools. This is particularly important where there have been adverse childhood experiences or trauma in their life. Trauma is specific and relevant to the individual and its impact can vary depending on various protective factors which may or may not have applied. Trauma can have a lasting impact on the development of a young person's brain but can also impact on their ability to respond to situations and challenges.

In such circumstances, regular social cues and interactions with others can become impossible for young people to engage with. Because of this, staff at Hadrian Learning Trust understand that the need to support a young person to de-escalate is essential before a behaviour/incident can be dealt with effectively. Staff will approach all interactions with pupils using 'Emotion Coaching' techniques and from a place of empathy and understanding that behaviour is a communication tool. Whilst poor behaviours will be challenged and sanctioned, we will seek to understand the causes of such behaviour to ensure support can be put in place that seeks to address these causes.

With strong, positive relationships forming the foundation of our approach, we ensure that pupils are clear about our expectations and that we are consistent in our approaches to supporting them to behave well. We do this by creating and maintaining a positive culture throughout school by recognising achievement and reinforcing positive behaviours and successes of all pupils.

5. Emotion Coaching

All staff are trained in Emotion Coaching strategies to support our pupils to understand and manage their emotions. Strategies encourage pupils to reflect on the feelings that underpin certain behaviours. Emotional regulation is the goal, and this develops through guidance, attuned adults and practice. Staff are trained to embed the 'Emotion Coaching' strategies across the school.

Connection is at the heart of the 'Emotion Coaching' approach. Connection before correction is the main driver behind a relational approach. Adults should connect emotionally with children who are struggling to regulate. This will help to reduce stress and reduce potential feelings of threat. All emotions are natural, normal and not always a matter of choice. Adults should observe, listen and learn how the child expresses their emotions. Staff should watch for changes in facial expressions, body language and tone of voice.

Scripts and scenarios are shared with staff as part of ongoing training. Scripts are designed for individual pupils and circumstances to build more consistent responses across school.

Step	Actions and examples
Step 1 – recognise and empathise	<ul style="list-style-type: none"> The process of 'tuning in' – staff will look at the situation, looking for physical and verbal signs of the emotion being felt. This step relies on safety, trust and acceptance. Recognition that emotions are normal and natural.
Step 2 – validate and label	<ul style="list-style-type: none"> Help the child to label the emotion(s). This helps to encourage the regulation process to engage and reconnect the thinking brain with the limbic system. Staff will say: 'I can see that something is upsetting you..'; 'I can see you are struggling with...'; 'I am sorry that happened to you... you must feel...'; 'I can see that you get frustrated when that happens...'; 'It's normal to feel that when this happens... I would feel that way too.'
Step 3 – limit set	<ul style="list-style-type: none"> Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them.

	<ul style="list-style-type: none"> • It's important that the child feels no shame. Be mindful of maintaining self-dignity. • Adults will say: 'We don't deal with our emotions by doing...'; 'It's not safe to act that way...'; 'It's ok to feel like that, but we can't respond in that way'; 'The expectation is that we do not...'.
Step 4 – problem solve	<ul style="list-style-type: none"> • Helping the child to believe they can overcome difficulties and manage their feelings. • This is the 'restore' and 'repair' phase of emotional regulation. • Staff will explore: 'How were you feeling when that happened?'; 'What were you trying to achieve by?' and 'Have you felt that way before?'. • Staff will support problem solving by asking: 'Let's think about how you could have responded instead...'; 'Can you think of a different response?' and 'I can help you think of different ways to respond...'. Staff will explore next steps: 'Do you think that would be more helpful?' or 'Let's decide what you will do next time you feel like this.'

6. Stages of regulation

Adults in school will strive to use the stages of regulation to support pupils to regulate in the classroom and around school. Staff will apply these strategies within their classrooms to try to de-escalate situations and support pupils to regulate.

Stage	Action	Examples
Attune	<ul style="list-style-type: none"> • Praise in public and remind in private. • Address low-level behaviour in a positive way that does not single out the pupil. • Highlight the positives – children meeting expectations. Praise openly. 	<ul style="list-style-type: none"> • Gesture to refocus attention • A point to a book or resource • Quiet removal of an object causing distraction • Facial expression to promote positive engagement
Refocus	<ul style="list-style-type: none"> • A clear, direct conversation in private (1:1 at the child's workspace) making them aware of their behaviour and making clear the things that need to change and the consequences if they do not. • Remind pupils about your positive expectations and instances where they have made positive choices in the past. • This conversation should be done quietly to avoid drawing unnecessary attention. • Adults should focus on the specific behaviour which needs to be 	<ul style="list-style-type: none"> • 'I notice you are having trouble with this... [behaviour stated].' • 'I am wondering if you are feeling...' • 'You know that we have this expectation [name it].' • 'Do you remember when you made a positive choice by [give example]?' • 'Do you remember when you met this expectation by doing [give example]?' • 'That's what I would love to see today too.'

	addressed – no further discussion should take place.	<ul style="list-style-type: none"> • ‘When I come back in [?] minutes, I want to see your brilliant [insert behaviour]. Thank you for listening to me.’
Self or co-regulation	<ul style="list-style-type: none"> • Adults may support pupils to regulate if behaviour is escalating. • Children may be given opportunities to regulate in the classroom using Zones of Regulation strategies. • Children may be given opportunities to self-regulate or co-regulate in one of our ‘Regulation Stations’ or outside the classroom. • This is a chance to reset expectations before returning to class. • The child may need support from a senior leader to regulate. 	<ul style="list-style-type: none"> • Pupils may take time out of class to self or co-regulate. • Adults will assess situations to decide whether pupils need support to regulate. • Pupils may visit the ‘Regulation Stations’ to complete breathing exercises. • If regulation is not successful, staff should use on-call to seek support from leaders.
Repair	<ul style="list-style-type: none"> • Teach behaviour by holding restorative conversations. • Restorative conversations give a ‘clean slate’ for the next lesson and help to re-frame behaviour. • Restorative conversations when both the adult and child are ready and feel emotionally regulated. • Postpone the conversation if a child is not ready to engage. • The conversation must involve adults and children involved in the original incident. • Support Plans may be developed when dysregulation is more common. 	<ul style="list-style-type: none"> • The restorative conversation will address the concern and involve all those involved. • It will focus on learning from the behaviour or incident in a clear and positive way. • It will make the child feel seen/heard and valued whilst very clearly addressing any next steps. • Example conversation starters: ‘Can you show me what happened?’, ‘Tell me if I’m wrong but I am wondering if you felt a bit...’, ‘How do you think [name] is feeling?’ and ‘Imagine if we could do things differently...what could we do?’.

7. Positive Expectations

Pupils	Pupils are expected to: <ul style="list-style-type: none"> • Adhere to school rules and expectations outlined in this policy.
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	<ul style="list-style-type: none"> • Respond to staff instructions. • Engage in restorative practices to build positive relationships. • Reflect on behaviour and engage with support for positive change. <p>Around school, pupils are expected to:</p> <ul style="list-style-type: none"> • Be punctual in arriving at the beginning of the day and to all lessons on time. • Attend all lessons including form time and assemblies. • Move calmly and sensibly using quiet voices. • Follow instructions of staff. • Respect others, respect differences and respect the school environment. • Present themselves appropriately by wearing correct uniform at all times. • Keep mobile phones and other electronic devices switched off and out of sight during the school day. • Carry a school bag (or book bag) with all necessary equipment for lessons including a school planner and reading book. • Remain within the designated areas to ensure safety at all times. <p>In lessons, pupils are expected to:</p> <ul style="list-style-type: none"> • Arrive in an orderly manner and engage with the 'do now' task. • Remove all outdoor clothing and place bags on the floor. • Listen to staff and adhere to the expectations of the lesson. • Engage with all tasks to the best of their ability. • Seek support when needed. • Have the correct equipment. • Leave the lesson in a calm and orderly manner when dismissed by the teacher.
Parents/Carers	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • Work in partnership with the school to support their child(ren) to meet school expectations, understand themselves and achieve their potential. • Understand the school expectations and 'The HMS Way' to promote positive behaviour and engagement in school. • Promote positive behaviour in the wider community including supporting their child(ren) to behave safely online. • Communicate any issues which may be adversely affecting their child and enable school to support them appropriately in school.
Staff	<p>Staff are expected to:</p> <ul style="list-style-type: none"> • Promote and follow 'The HMS Way' on a daily basis. • Be fully aware of and implement this relational behaviour policy and strategies within it. • Be fully aware of and utilise emotion coaching techniques. • Engage with training opportunities to develop relational approach. • Understand that behaviour is a communication of need. • Support pupils to feel safe by building positive relationships. • Be consistent and have high expectations of every pupil.

	<ul style="list-style-type: none"> Support pupils to self-regulate and make positive choices and changes.
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8. Positive Noticing

Throughout the school day, staff will recognise and reward positive behaviours in and out of lessons. Positive points will be issued and recorded and shared with pupils and parents/carers via 'My Child at School'. Pupils will be able to use their positive points to 'purchase' various rewards bespoke to Hexham Middle School throughout the year. Specific reward sessions are held every term and weekly celebration assemblies are held for each year group to promote and recognise positive behaviour.

Points	Reason	Action
Highlighting the positives	<p>HMS staff will use a combination of the following to encourage pupils to engage successfully with their learning. Staff will make a point of recognising positive behaviour choices.</p> <ul style="list-style-type: none"> Use positive language and targeted praise verbally e.g. 'you have lined up exactly how I expect you to – thank you for that.' Use non-verbal hand gestures and body language to show positive praise within lessons and around school. Highlight those making positive choices before addressing those not meeting expectations in class and around school. 	
P1	<ul style="list-style-type: none"> Staff will recognise and highlight when pupils are meeting 'The HMS Way' with a particular focus on pupils being respectful, engaging positively and showing aspiration. Positive behaviour throughout the lesson will be rewarded with the issuing of positive house points – known as P points. 	<ul style="list-style-type: none"> Staff will issue P1 and P2 which can be viewed via 'My Child at School'.
P2		
P3	<ul style="list-style-type: none"> Positive behaviour throughout the lesson demonstrating repeated occasions of the above. Or, a P3 will be used for one-off occasions where a pupil has demonstrated positive behaviour or an excellent standard of work. 	<ul style="list-style-type: none"> P3 awarded and viewable via 'My Child at School'.
P4	<ul style="list-style-type: none"> Awarded for outstanding achievements or to recognise very positive behaviour including kindness. These are special awards and will be given to highlight high levels of success and achievement. 	<ul style="list-style-type: none"> P4 awarded and viewable via 'My Child at School'.
The HMS Way Award	<ul style="list-style-type: none"> Awarded weekly in assembly by form tutors who highlight how pupils have shown respect, engaged well and been aspirational throughout their week. 	<ul style="list-style-type: none"> Awarded weekly – certificate, P4 and queue jump pass issued.
Head of School Award	<ul style="list-style-type: none"> Awarded in recognition of pupils who develop our key character 	<ul style="list-style-type: none"> Awarded monthly – certificate and P5.

	values and life skills incl. problem solving, creativity, communication and teamwork.	<ul style="list-style-type: none"> Pupils invited to attend a reward breakfast.
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9. Sanctions

After regulation strategies are applied and behaviour does not meet positive expectations, staff may issue sanctions. Where there is poor behaviour in lessons or around school, teachers will apply a staged process. Adults in school may issue sanctions for more serious poor behaviour – see examples in Appendix 4.

Stage	Examples	Action
Regulation Strategies	<p>Usually, before sanctions are issued, staff will apply relational strategies to re-frame behaviour and instil positive expectations. This will promote self-regulation strategies to build pupils' independence and ability to regulate their emotions and, in turn, their behaviour. Strategies are detailed in the above table. This may not be the case for more serious breaches of behaviour policy and serious poor behaviour when sanctions will be issued without prior stages.</p> <ul style="list-style-type: none"> Use non-verbal gestures (such as hand gestures, movement around the classroom, eye contact etc.) Speak calmly and slowly to the pupil regarding their behaviour and try to sit down. Use emotion coaching techniques. Acknowledge the emotion and listen to the pupil. Issue a verbal warning and explain what needs to change. Use positive reinforcement of expectations through P point system. Redirect pupil attention to lesson/task through questioning/supporting. Provide verbal opportunities for pupils to reengage or consider different seating in the classroom. 	
S1 and S2	<ul style="list-style-type: none"> Continued low-level disruption despite teacher intervention, support and previous requests for change. If behaviour continues, an S2 will be issued. 	<ul style="list-style-type: none"> An S1 or S2 will be issued on 'My Child at School'. Reminders of positive expectations will be given.
In-school reflection - S3	<ul style="list-style-type: none"> Continued low-level disruption despite teacher intervention, support and previous S2. Or, any serious misbehaviour that goes against the values of our School Ethos: Respect, Engage, Aspire. 	<ul style="list-style-type: none"> An S3 will be issued on 'My Child at School'. Pupils will receive a lunchtime reflection session (12.30-12.55) for the next day.
After-school reflection - S4	<ul style="list-style-type: none"> Continued low-level disruption despite teacher intervention and support. Or, any serious misbehaviour that compromises the safety of pupils and staff at school – see appendix 4. Staff may use the 'on-call' system to seek support from senior leaders. 	<ul style="list-style-type: none"> An S4 will be issued on 'My Child at School'. Pupils will receive an after-school reflection session (3.15-4.15pm) on Wednesday or Friday evening.

Internal Suspension	<ul style="list-style-type: none"> • Serious poor behaviour or continued dysregulation which negatively impacts the learning of others. • Serious poor behaviour which goes against the school's expectations in line with our behaviour policy. 	<ul style="list-style-type: none"> • Pupils will complete learning out of class for an agreed period of time. • Parents/carers will be informed in advance. • Mentoring support may also take place.
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S1 and S2 are given as consequences to repeated low-level behaviour. Pupils are encouraged to make the right choices to avoid continued poor or inappropriate behaviour. These points are recorded, and an accumulation may result in a pupil receiving an S3 lunchtime detention and/or being placed on report to support their positive choices.

- **In-school reflection (S3)** run daily at lunchtimes from 12.30 – 12.55 in FB12 and FB16 and are supervised by SLT/Heads of Key Stage.
- **After-school reflection (S4)** run every Wednesday and Friday from 3.15 – 4.15 in FB3.

Failure to attend detentions without an acceptable reason will result in an escalation as follows: S3 escalated second chance before upscaling to an S4; S4 escalated to a day in Restore.

Notification of detentions will be shared via 'My Child at School' so that pupils and parents/carers can access this information. It is the expectation of the school that parents/carers and pupils engage with this software. Any S4 detentions will be communicated to parents/carers via a phone call or email. If a pupil is unable to attend their detention due to an extenuating circumstance, they or their parent/carer should contact their Head of Key Stage to discuss. Please note that transport is not considered an extenuating circumstance and, whilst we will try to be reasonable and accommodating, we reserve the right to expect attendance.

10. Additional support

In certain circumstances, for example, failure to attend an S4 detention, persistent defiant or disruptive behaviour, or more serious breaches of this policy, a pupil may be placed in the school's 'Restore' area at the discretion of the Head of Key Stage or other senior staff. Here, in a discreet setting away from the mainstream environment, pupils will be given the opportunity to reflect on their behaviour and the reason that they are in 'Restore'. They will also be given curriculum work to complete (with support as needed).

These expectations of pupils in Restore are:

- To follow all staff instructions.
- To hand over their mobile phone.
- To work in silence on tasks and activities set.
- To remain in Restore for both break and lunch time, with supervising staff overseeing arrangements for toilet breaks, food and drink.

If a pupil fails to meet expectations in Restore, they will be suspended for the remainder of that day with the possibility of further sanction depending on the circumstances. Upon their return to school, they will complete another day in Restore where they must adhere to the expectations. Upon returning to lessons, pupils may be given specific targets to work towards depending on the reason they were in Restore and these will be reviewed by the Head of Key Stage.

11. Suspension and exclusion

In certain circumstances, for example, persistent defiant and/or disruptive behaviour or a serious breach of school policy, pupils may be suspended for a fixed period at the discretion of the Executive Headteacher.

In circumstances where there is a serious breach or there are persistent breaches of this policy, and where allowing a pupil to remain in school would seriously harm the education or welfare of that pupil or others such as staff or pupils in the school, the decision to exclude a pupil permanently may be taken. When making suspension and exclusion decisions, the school will adhere to the [statutory guidance](#).

The following list, whilst not exhaustive, indicates the types of behaviour that may result in a fixed-term suspension, or, in certain circumstances, permanent exclusion:

- Refusal to attend lessons (truanting)
- Defiance of senior staff
- Verbal abuse of staff
- Physical assault/violence
- Fighting
- Repeated or significant damage to school property
- Vaping/Smoking
- Being in possession of alcohol or illicit substances
- Being in possession of any other prohibited items
- Theft
- Persistent discriminatory behaviour
- Sexual harassment or assault
- Bullying
- Dangerous behaviour
- Repeated disruptive behaviour
- Threatening or physical behaviour towards a member of staff
- Escalation through the intervention system

Each potential suspension/exclusion is considered on an individual basis, with decisions at the discretion of the Executive Headteacher in accordance with this policy and the statutory guidance. For clarity, the following are indicative consequences for certain specific offences under the Trust's Drugs and Substance Abuse policy.

Issue	Sanction
Vaping/smoking: <ul style="list-style-type: none"> • In possession of or using a vape or cigarette in school or going to and from school 	<ul style="list-style-type: none"> • 1st offence: 1 day suspension • 2nd offence: 3 day suspension • 3rd offence: 5 day suspension and a meeting of the Trustees' Disciplinary Committee with student and parents/carers • Further offences: possible permanent exclusion
Alcohol: <ul style="list-style-type: none"> • Consumption/possession of alcohol in school or going to and from school 	<ul style="list-style-type: none"> • 1st offence: 5 day suspension • 2nd offence: 5 day suspension and a meeting of the Trustees' Disciplinary Committee with student and parents/carers • 3rd offence: permanent exclusion
Drugs/Illegal substances: <ul style="list-style-type: none"> • Being in possession of drugs or any associated paraphernalia in school or going to and from school 	<ul style="list-style-type: none"> • 1st offence: 5 day suspension • 2nd offence: Permanent exclusion

Following any incident of suspension, senior leaders and the Head of Key Stage will meet with the parents/carers of the pupil at a reintegration meeting. This meeting aims to ensure that the correct support is in place for the pupil to make a successful return and reintegration into school life. Clear, achievable SMART targets will be agreed between all stakeholders and a positive plan will be established. Pupils are welcomed back into school positively.

12. Support and guidance to enable positive behaviour

We believe it is important to have clear structures in place to help pupils to make the right choices about their behaviour. There are three main elements to this: 1 – the relational and emotion coaching approach used by all staff with all pupils; 2 – additional support for vulnerable pupils and 3 – The HMS Behaviour Pathways.

Pupils' self-regulation needs to be encouraged and supported in school and starts with building genuine relationships. Here the onus is on adults in school to work hard to form connections with young people; once the connection is there, behaviour is more likely to be corrected successfully.

Form tutors, who see their pupils each day, have a key role to play in ensuring that good guidance is given and that early indications of concern are picked up and strategies implemented. Tutors will work closely with Heads of Key Stage who will become more directly involved with individual pupils as concerns become more serious. Pupil Support staff will work closely with Heads of Key Stage and are primarily there to provide direct support and guidance to those pupils who are increasingly making poor choices, particularly those who face difficulties in their lives outside of school.

Our behaviour policy has an emphasis on clear expectations, fair consequences and consistency, and we are of the view that any undue blurring of this is not typically in young people's interests and can be counterproductive. However, we recognise that at times we need to use discretion and show sensitivity and flexibility in relation to particular pupils' circumstances. In this context, our policy sits in conjunction with the [SEND Code of Practice](#) and [statutory guidance on looked after and previously looked after children](#). Support for our vulnerable pupils is directly overseen by the Assistant Headteacher. Beyond this, we work closely with a variety of other agencies who provide support and guidance to young people.

13. Consequences Ladder and Behaviour Pathways

All pupil S points are recorded on 'My Child at School' and monitored closely by form tutors and Heads of Key Stage. Points accrued from all incidents are collated and used towards the Intervention support system. These intervention points and associated actions are designed to support pupils to make the right choices about their behaviour. All staff will apply discretion about what kind of support to offer pupils, based on their knowledge of the individual, their needs and their context.

C1	40 points – Repeated incidents of poor behaviour <ul style="list-style-type: none">Repeated low-level disruption either in or out of lessons or repeated S3 or S4 detentions.Failure to make changes to behaviour or engage with support offered.	Pathway 1 – Form Tutor Intervention <ul style="list-style-type: none">Form Tutor Phone Call HomeForm Tutor 1:1 DiscussionForm Tutor will intervene and offer support and guidance. Parents will be informed and invited to communicate with the tutor to discuss concerns.
C2	80 points – Continued repeated poor behaviour <ul style="list-style-type: none">Continued negative behaviour resulting in accumulation of S points.Repeated low-level disruption either in or out of lessons or repeated S3 or S4 detentions.Failure to make changes to behaviour or engage with support offered.	Pathway 2 – Form Tutor Intervention <ul style="list-style-type: none">Form tutor will contact parents/carers to discuss concerns.Form Tutor Report for 1 WeekForm Tutor Parent MeetingDaily review of behaviour record on MCAS by Form Tutor.Additional support may include uniform report, subject specific report, guidance to class teachers, class observations, tutor mentoring and an incentive scheme.
C3	120 points – Insufficient improvement/continued poor behaviour 160 points – Insufficient improvement <ul style="list-style-type: none">Concerning continuation of	Pathway 3/4 – Head of Key Stage Intervention <ul style="list-style-type: none">Key Stage staff will meet with parents/carers and the pupil (this increases from fortnightly to weekly after 160 points).

		<ul style="list-style-type: none"> • Head of Key Stage report issued for two weeks. • Pupil's needs are assessed and support and/or onward referrals to the Early Help Hub considered. • Additional support may include SEND support, social support interventions, mentoring, classroom observations, SEMH intervention, Restore, behaviour contract and external referrals to address pupil need. • Pupil may be secluded for a period.
C4	200 points – Insufficient improvement / continued poor behaviour <ul style="list-style-type: none"> • At this stage, a further review of a pupil's behaviour and school experience will be conducted. • Leaders will liaise staff across school including the SEND team and, where necessary, external professionals. 	Pathway 5 – Senior Leader Intervention <ul style="list-style-type: none"> • Parents/carers meet with Assistant Headteacher and Head of Key Stage. • Clear targets and expectations set for in-school behaviour. • AHT report issued for at least two weeks. • Review meeting after two weeks to assess progress towards expectation. Monitoring period may be extended or pupil may escalate up the ladder or be moved back to C3. • Referral may be made to HINT team for behavioural support. • Additional support may include welfare support, SEND support, social support, external agency referral, alternative provision, mentoring, class/form group changes, reduced/bespoke timetable, restore and fixed term suspensions. • A suspension may be issued for persistent disruptive behaviour.
C5	250 points – Insufficient improvement / continued poor behaviour	Pathway 6 – Head of School Intervention <ul style="list-style-type: none"> • A suspension may be issued for persistent disruptive behaviour. • The pupil and parents/carers will meet with Head of School and HoKS. • HoS report issued for at least two weeks. • A managed move or alternative provision will be considered at this stage to allow the pupil a fresh start. • A referral may be made to the Inclusion Team for more support. • Additional support may include welfare support, SEND support, social support, external agency referral, alternative provision, mentoring, class/form group changes, reduced/bespoke timetable, restore, fixed term suspensions and managed moves.
C6	Continued breaches of the school's behaviour policy <ul style="list-style-type: none"> • Managed Move actioned/failed • Pupil fails to reintegrate to school following this process • Permanent exclusion considered if all support options have been exhausted. 	

The interventions listed at each stage are not exhaustive but rather are an indication of measures which may be implemented to support an individual student at certain stages. The range of support options that may be accessed includes:

- internal mentoring
- internal behaviour support
- parent meetings
- reduced/adapted timetable
- access to RESTORE
- SEND support
- academic intervention
- attendance support
- subject report
- external mentoring
- external agency referral (e.g. Primary Mental Health)

14. Additional points

Physical intervention and restraint

In accordance with Section 93 of the Education & Inspections Act 2006, teachers and support staff are authorised to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following: causing injury to his/herself or others; committing an offence; damaging property, and/or prejudicing the maintenance of good order and discipline. For full details, please refer to our [Physical Intervention and Restraint Policy](#).

Screening, searching and confiscation

In accordance with the national statutory guidance, Hadrian Learning Trust schools can require a pupil to undergo screening, can search a pupil or student in accordance with certain criteria and can confiscate items deemed harmful or detrimental. For fuller details, please refer to the Trust's [screening, searching and confiscation policy](#).

Malicious allegations

Allegations against members of staff will be taken very seriously in accordance with the details outlined in the school's [Child Protection Policy](#). However, where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the pupil will be disciplined in accordance with this policy.

Legislation and statutory requirements

In addition to the statutory guidance indicated at points throughout this document, this policy adheres to the relevant sections in the following:

- The [Education Act 2011](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- The [Education and Inspections Act 2006](#);
- The [Education \(Independent School Standards\) Regulations 2014](#), and
- The [Equality Act 2010](#) and associated departmental [advice](#)

This policy also complies with Hadrian Learning Trust's funding agreement and articles of association.



THE HMS WAY

A Code of Conduct which ensures a safe, happy and positive environment where pupils can thrive.

RESPECT

- Be **polite** and **kind** at all times.
- Show **pride** in yourself and your school.
- Say 'Good Morning' and 'Good Afternoon'.
- Be respectful of everyone's **individuality** and **differences**.
- **Take care** of your school and community.

ENGAGE

- Be **on time** and **ready to learn**.
- **Follow all instructions** the first time.
- **Be curious** - ask questions and join in!
- Be **organised** with your school equipment.
- **Get involved** in clubs and opportunities.

ASPIRE

- **Aim high** at all times.
- Be **resilient**.
- Have a **positive attitude** to learning.
- Have **courage** to **challenge** yourself.
- Set yourself **goals** and **targets** to aim for.





THE HMS WAY

A Code of Conduct which ensures a safe, happy and positive environment where pupils can thrive.

RESPECT

- Use **relational** and **de-escalatory** strategies.
- Be **positive** with every pupil.
- Say '**Good Morning/Afternoon**' in the corridor/classrooms.
- **Sit down** to discuss concerns.
- **Re-set** after each lesson.
- **Welcome** pupils to your classroom after absence.
- Be **calm** and use a level voice.

ENGAGE

- Be at the door **on time** - 'one foot in, one foot out'.
- **Foster curiosity** - ask questions.
- Have **high expectations** at all times.
- Get to know pupils as **individuals**.
- Encourage pupils to get **involved** in clubs and opportunities.
- Plan **enriching** learning.

ASPIRE

- **Aim high** for all pupils at all times.
- Provide **challenging** learning.
- Have a **positive attitude** towards every pupil.
- Promote **Skills Builder**.
- Set pupils **goals** and **targets** to aim for.
- Promote a **love of learning and reading**.
- Empower pupils to **think hard**.



Appendix 3

Expectations in PE

While pupils are taking part in PE lessons, we expect them to wear the school PE kit. Compulsory items must be purchased from our designated uniform suppliers and appropriate footwear is available from various sports retailers. Where a pupil arrives to their lesson without the correct PE kit, they will be expected to wear spare kit supplied by the department. The department will keep spare kit and ensure it is clean and ready for use. Where a pupil fails to comply with this, sanctions will be applied.

- All jewellery/retainers are to be removed for all lessons. As part of the [Uniform Policy](#) pupils are not permitted to wear jewellery other than a watch and stud earrings.
- Long hair should be tied back at all times.

Where a pupil has an injury/illness or any other reason why they are not able to take part in lessons they must provide a note from their parent/carer to explain the reason behind their non-participation. **Pupils are expected to still bring appropriate PE kit and footwear even if they have a note excusing them from taking part physically in lessons.** Pupils are expected to take part in lessons in some form (referee, coach or umpire) and as such should be suitably dressed in PE kit to do so. Being in full kit will prevent school uniform from getting damaged in inclement weather and in cases of illness it can prevent conditions from worsening as pupils have dry uniform to get changed into if it is raining during the lesson.

In line with the department policy, 'excused' pupils who do not bring appropriate kit will be expected to borrow some from the PE department. Where a pupil fails to comply with this, sanctions will be applied. Where an injury or illness prevents pupils from being able to get changed easily, PE staff will use their discretion to allow that pupil to stay in their uniform and contribute to the lesson in an appropriate manner.

Appendix 4 Behaviours to avoid

Low-level disruption / defiance, which includes:

- talking inappropriately and/or distracting others in lessons;
- non-completion of classwork or homework;
- poor attitude and low-level rudeness;
- chewing gum;
- undue noise or boisterousness in corridors between lessons, and at break and lunchtimes, and
- wearing incorrect uniform.

Serious misbehaviour, which includes:

- defiance of a member of staff's reasonable instructions;
- persistent low-level disruption;
- repeated breaches of the school rules;
- any form of bullying;
- swearing at members of staff;
- sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items, which include:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images, and
 - 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).

Inappropriate off-site behaviour, including relating to:

- travelling to or from school;
- wearing school uniform in a public place;
- in some other way identifiable as a pupil at the school; and
- taking part in any school-organised or school-related activity that is not on the school grounds.

Poor off-site behaviour will be investigated and dealt with as though it were on-site behaviour.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. Please refer to the school's [Anti-Bullying Policy](#) for details on how bullying is managed.

Appendix 5 – Positive Noticing

Things to notice...	In lessons
<p>Actively look for and acknowledge:</p> <ul style="list-style-type: none"> • Respect: showing respect for themselves, their peers, staff, visitors and the school environment. • Engage: being on time, being curious and getting involved in school life. • Aspire: aiming high, being resilient and showing positivity. • Skills Builder: showing the 8 essential skills. • Acts of kindness: noticing kindness, compassion and empathy. 	<ul style="list-style-type: none"> • Focused, engaged and organised start to the lesson • Positive contributions to the lesson • Answering and asking questions • Positive discussion with peers • Showing resilience and positivity • Aiming high to succeed • Building confidence through practice • High standards of presentation and pride • Helpful around the classroom
Around school	Lining up
<ul style="list-style-type: none"> • Walking on the left • Walking calmly and quietly around school • Sensible when using the toilets • Showing respect of the school environment • Saying 'Good Morning' and 'Good Afternoon' • Showing kindness to others • Holding doors open for peers, staff and visitors • Picking up any litter around school • Supporting staff with jobs 	<ul style="list-style-type: none"> • Stopping and being silent on the whistle • Moving quickly and calmly into their class line • Staying in alphabetical order when lining up • Calm, quiet lines and entry to/movement around school • Not requiring regular reminders • Ready to listen with positive focus • Standing in their own space and being respectful of others' space
In the dining hall	At social times
<ul style="list-style-type: none"> • Using good manners when choosing food options and using the tills – hearing 'please' and 'thank you' • Queuing quietly and patiently • Calm, patient lining up – no pushing in or running • Sensible and tidy eating at the table • Calm, sensible conversation with peers • Leaving the table tidy with no mess or rubbish left behind 	<ul style="list-style-type: none"> • Being respectful of peers and staff • Following instructions of all staff the first time • Following established routines • Playing respectfully • Kind, respectful language used at all times • Supporting peers especially showing kindness to anyone who may be upset or on their own • Helping to tidy up equipment • Picking up any litter on the yards/around school

