

HEXHAM MIDDLE SCHOOL

BEHAVIOUR POLICY AND PROCEDURES

Behaviour policy	Page 2
1. Introduction	Page 2
2. Expectations:	Page 2
- Of pupils	Page 2
- Of parents / carers	Page 3
- Of staff	Page 3
3. Behaviours to avoid	Page 3
4. Recognition of good behaviour	Page 4
5. Consequences of poor behaviour	Page 5
6. Support Systems	Page 7
7. Legislation and Statutory guidance	Page 7
Appendix - Key procedures	Page 8
In-lesson behaviour management procedure	Page 8
Out-of-lesson behaviour management procedure	Page 10
Exclusions Procedure	Page 11
Poor Behaviour Consequences Procedure	Page 12
Behaviour Intervention - Trigger Points	Page 13

BEHAVIOUR POLICY

1. Introduction

Positive relationships are at the heart of who we are as a school. This policy aims to support and enhance these by being clear about:

- the **expected behaviours** of pupils, of parents and of staff;
- the **consequences** of poor behaviour;
- the **procedures** staff will follow to ensure a **consistent approach** to behaviour management, and
- the **support** that is in place to enable our pupils to make the right choices.

The section below outlines our expectations in detail, but in essence we expect:

- staff to be firm, friendly and fair;
- pupils to be polite, courteous and appropriately responsive to staff, and well-behaved in lessons and around school, and
- parents to reinforce the school's expectations at home and to support the school's approach to addressing instances of poor behaviour.

The focus of this policy is to ensure that every teacher is able to teach, and every pupil is able to learn, in an environment that is safe, calm and fully conducive to excellent learning.

2. Expectations

Pupils are expected to:

- attend school regularly and punctually – see [Attendance Policy](#);
- arrive at lessons punctually, prepared with the necessary equipment and ready to learn;
- dress in accordance with the [School Uniform Policy](#);
- remain on site for the entirety of the school day unless they have permission approved by school staff to be off-site;
- have good manners in their interactions with others, demonstrating respect;
- follow the reasonable instructions of members of staff at the first time of asking;
- work positively with teachers and others in lessons, demonstrating effort, concentration and persistence;
- ensure school work and homework is completed to the best of their ability, is well presented, and handed in on time;
- move between lessons in a calm and orderly manner;
- show respect for the school environment;
- adhere to school rules relating to mobile phones and other electronic devices i.e. that they should not be used in school and should be turned off and kept in bags or pockets. Pupils can ask the office if they need to call home;
- ensure that no forbidden items are brought onto school premises – see details in the [Screening, Searching and Confiscation Policy](#) and in Section 4 below;
- refrain from behaving in a way that brings the school into disrepute, including when outside of school, and
- adhere to the expectations outlined in the [Online Safety Policy](#).

Parents/carers are expected to:

- support the school in ensuring that their child(ren) adheres to the above school expectations;
- respect the authority of school staff;

- support the school in addressing incidents of poor behaviour involving their child(ren);
- attend meetings in school to discuss their child(ren)'s behaviour, and
- inform the school of any issues that might adversely affect their child(ren)'s behaviour in school.

Staff are expected to:

- be firm, friendly and fair in their dealings with pupils;
- be fully conversant with the behaviour policy and procedures and be able to apply them fairly and consistently;
- model high professional standards of positive behaviour, courtesy and respect for others;
- actively try to build appropriate positive relationships with all pupils they teach or regularly come into contact with;
- take responsibility for the management of behaviour of any and all pupils they come into contact with, in accordance with the policy and procedures, in the course of undertaking their duties;
- record incidents using Classcharts software in accordance with the behaviour management policy;
- report concerns relating to the behaviour of pupils to the relevant member(s) of staff consistently, using Classcharts software.

3. Behaviours to avoid

Low-level disruption, which includes:

- talking inappropriately and/or distracting others in lessons;
- lack of effort in completing school work;
- poor attitude and low-level rudeness, and
- undue noise or boisterousness in corridors between lessons, and at break and lunchtimes.

Serious misbehaviour, which includes:

- defiance of a member of staff's reasonable instructions;
- persistent low-level disruption, which impacts on the learning of others;
- 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;
- violent/aggressive 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 target. 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.

4. Recognition of good behaviour

The school typically uses the following to recognise positive behaviour:

- verbal praise and recognition via points awarded on Classcharts;
- positive written feedback on Classcharts;
- telephone calls home;
- letters / postcards home, and
- rewards available to 'purchase' by students using their positive behaviour points.

We highlight positive behaviour in our weekly assemblies and celebrate pupil achievement, progress and engagement in our termly 'Celebrating Success' assemblies.

5. Consequences of poor behaviour

Procedures

Where there is poor behaviour in lessons, teachers will apply the [In-Lesson Behaviour Management Procedure](#). Where there is poor behaviour out-of-lessons, the [Out-of-Lesson Behaviour Management Procedure](#) will be applied.

For details on our approach to fixed term and permanent exclusions, please see our [Exclusions Procedure](#).

Each of these procedures is contained in the Appendix attached to this policy.

Detentions

Detentions can be given by teaching staff and key support staff e.g. learning support assistants, cover supervisors, or staff supervising The Base. Detentions can be set within the school day, e.g. at break times, or after school.

Where an after school detention is issued, the teacher issuing the detention will contact home and parents/carers will be given at least 24 hours' notice regarding the day of the detention. Where making alternative travel arrangements would prove inconvenient for the parent, we may agree an alternative day for the detention to be undertaken. However we reserve the right not to do this.

On report

At certain points within the various procedures, pupils may be required to go on report. This will typically involve them obtaining comments from their teachers relating to their conduct and effort in lessons for a set period of time, for example a week or a fortnight. The report will typically be reviewed each day by the pupil's Tutor or Pastoral Leader. Parents/carers will also be expected to discuss this with their son or daughter each day at home.

Seclusion

Seclusion is used in response to particular breaches of this policy and at particular stages of the procedures. Parents will be informed by telephone if their child has been or is due to be placed in seclusion.

Pupils who are in seclusion, which could be with their key stage leader, a senior member of staff or in The Base, are expected to act in a polite and respectful manner without distracting staff or other pupils. They must remain in seclusion, including during break and lunch, until they are given permission to leave. Pupils in seclusion will be given appropriate time to go to the toilet and to access food and drink.

While in seclusion, pupils must sit where they are directed and undertake the work set in silence. Failure to meet these expectations will result in a further sanction, which could be an extension to the seclusion, or a fixed term exclusion from school. Parents will be expected to attend a meeting in school.

Uniform

Tutors and staff will check uniform to ensure that it is in line with the [School Uniform Policy](#), during registration and throughout the day. They will make a judgement as to whether any uniform infringement can be resolved there and then (e.g. confiscating items, removing makeup, etc.) or if the pupil needs to be referred to Pastoral staff. Where possible, the school will try to support the pupils and parents/carers to resolve any issues in order to avoid lessons being missed, e.g. by temporarily lending appropriate footwear or items of clothing. However, where the issue cannot be resolved immediately, the pupil may be secluded until the issue can be resolved.

Smoking

Hexham Middle School is a no smoking site. Pupils smoking on-site or in the vicinity of the school, either during the school day or on a journey to or from school, will be viewed as engaging in serious

misbehaviour. A Stage 4 sanction will be implemented in accordance with the [Out of Lesson Behaviour Procedure](#). This will apply to each pupil who is in a group of pupils where smoking has been taking place.

Pupils caught smoking or thought to be in possession of any form of smoking paraphernalia will be searched in line with our [Screening, Searching and Confiscations Policy](#). Where tobacco, cigarette papers or other smoking paraphernalia are found they will be disposed of and the pupil will receive a one-hour after school detention, unless they are sanctioned as a consequence of smoking itself.

Drugs and alcohol

Drugs and alcohol are prohibited items and we respond firmly to transgressions in this area. Specifically:

Drugs other than alcohol:

- Use/possession of illegal substances or new psychoactive substances (NPS), formerly known as 'legal highs' but they are now illegal/use of solvent/abuse of substance(s) including unidentified substances and/or prescription drugs (if someone is in possession of a prescription drug that wasn't prescribed to them, it's illegal):
 - First offence: 5-day exclusion
 - Second offence: Permanent exclusion
- Dealing/Supply:
 - Immediate permanent exclusion

Alcohol:

- Consumption/possession of alcohol:
 - First offence: 5-day exclusion
 - Second offence: 5-day exclusion and a meeting of the Trustees' Disciplinary Committee with parents/carers
 - Third Offence: Permanent exclusion

We reserve the right to use our discretion on a case by case basis.

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](#).

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.

6. Support

We believe it is important to have an effective pastoral structure in place to support pupils to make the right choices about their behaviour.

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

Pastoral Leaders who will get more directly involved with individual pupils as concerns become more serious.

Our behaviour policy has an emphasis on clear expectations, positive reinforcement of good behaviour, fair consequences and consistency, and we are of the view that any undue blurring of these is not typically in young people's interests and indeed is 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 DfE departmental advice on the Equality Act 2010.

Beyond this, we work closely with a variety of other agencies that provide support and guidance to young people.

7. 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.

APPENDIX - KEY PROCEDURES

In-lesson behaviour management procedure

STAGE	Behaviour	What will happen?
S1	Silliness Talking Not listening Distracting others	Your teacher will give you a warning. You will get one negative behaviour point.
S2	You continue to behave poorly after your teacher has spoken to you.	Your teacher will give you another warning and may move your seat. You will get two negative behaviour points.
S3	You continue to make poor behaviour choices.	Your teacher will ask you to stand outside the classroom and then come and talk to you about your behaviour. You will be given some time to think before you come back to the lesson. You will get three negative behaviour points and a breaktime detention for the next day.
S4	You make poor behaviour choices after returning to the lesson. OR you behave in a way that is unacceptable/refuse to listen to staff.	Your teacher will ask you to stand outside the classroom. A member of senior staff will come and collect you from the lesson. You will get four negative behaviour points and an afterschool detention for the next Tuesday.

STAGE	Behaviour	What will happen?
P1	Listening well Answering a question Helping others Working hard	Your teacher will encourage you. You will get one positive behaviour point.
P2	You continue to do well in the lesson.	Your teacher will encourage you again. You will get two positive behaviour points.
P3	You continue to do really well in the lesson.	Your teacher will encourage you again. You will get three positive behaviour points. Your parents/carers will receive a message.
P4	Your behaviour/work is exceptional	Your teacher will encourage you/let you know. You will get four positive behaviour points. A member of the senior team will come and see you to say well done! Your teacher will give your parents/carers a call!

Out-of-lesson behaviour management procedure

STAGE	Behaviour	What will happen?
S1	Silliness Talking Disruptive behaviour	A member of staff will give you a warning. You will get one negative behaviour point.
S2	You continue to behave poorly after a member of staff has warned you about your behaviour.	A member of staff will warn you again. You will get two negative behaviour points.
S3	You continue to make poor behaviour choices.	A member of staff will award you an S3. You will get three negative behaviour points and a breaktime detention for the next day.
S4	You continue to make poor behaviour choices OR you behave in a way that is unacceptable/refuse to listen to staff.	A member of staff will ask you to wait with them. A member of senior staff will come and collect you You will get four negative behaviour points and an afterschool detention for the next Tuesday.

Exclusions procedure

The school adheres to the [statutory guidance](#) issued by the Department for Education.

Fixed term exclusions

1. The decision is taken to exclude a pupil for a fixed term period.
2. The parent(s) or carer(s) is/are informed, initially by telephone then in writing
 - a. with information about parents' right to make representations about the exclusion to the Trustees and how the pupil may be involved in this;
 - b. with notification that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
3. Work is provided to the pupil to undertake during the period of exclusion. Should the exclusion be for more than five days, arrangements will be made for the pupil to be in full-time education.
4. A re-integration meeting is arranged with parent(s) or carer(s).
5. Where the exclusion will result in a pupil being excluded for more than 5 days in a term or the exclusion would result in a public examination being missed the Trustees and LA will be informed
6. Where the total number of school days of exclusion is more than 15 in a term, and/or it would result in a pupil missing a public examination or national curriculum test, a panel of Trustees will consider the re-instatement of the pupil within 15 school days of receiving notice of the exclusion.

Permanent exclusions

1. The decision is taken to exclude a pupil permanently.
2. The parent(s) or carer(s) is/are informed, initially by telephone then in writing including:
 - a. information about parents' right to make representations about the exclusion to the Trustees and how the pupil may be involved in this;
 - b. notify parents that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
3. Work is provided to the pupil to undertake during the first 5 days of exclusion.
4. The Trustees and LA will be informed.
5. The LA must arrange suitable full-time education no later than the sixth school day of the exclusion
6. A panel of Trustees must convene a meeting to consider the reinstatement of a pupil within 15 days of receiving notice of the exclusion.

Poor Behaviour Consequences Procedure

C1	<p>Initial incidents of poor behaviour</p> <ul style="list-style-type: none"> Incidents addressed individually by staff. If occurring in lessons, this is in accordance with the staged process for behaviour management (see above). If occurring out of lessons, this is in accordance with the guidance in the out-of-lessons behaviour management procedure (see above). PL becomes aware of behaviour as Classcharts point score increases. Tutors to flag pupils of concern.
C2	<p>If a pupil accrues an unacceptable number of behaviour events, such as S3s, S4s, uniform breaches, being out of bounds, truancy</p> <ul style="list-style-type: none"> Pastoral Leader contacts parents/carers to arrange meeting to discuss concerns. Behaviour Support Plan established. Parents/Carers are sent copy of this plan. Daily report issued to pupil and must be completed for a period of two weeks. Daily review of behaviour record on Classcharts by Tutor.
C3	<p>If the pupil's behaviour does not significantly improve after a fortnight (i.e. there is not a significant reduction in the number of behaviour events).</p> <ul style="list-style-type: none"> The pupil may be secluded for a period. A behaviour panel meets to discuss the pupil. Parents/carers are invited to this meeting and senior pastoral staff attend. The pupil's needs are assessed and support and/or onward referrals to the Early Help Hub considered. Progress is evaluated monthly using Classcharts behaviour log and student report. Parents are invited to a meeting each month where the plan is reviewed. Pupils can move up/down or remain at the same stage following each evaluation.
C4	<p>If the behaviour plan fails to bring about an improvement in behaviour</p> <ul style="list-style-type: none"> There is a fixed term exclusion for persistent breaches of the school's behaviour policy. Parents are informed. (Note: if a fixed term exclusion is issued for a one off incident, then it does not necessarily mean that the student will be at C4, if they were at a different level of consequence outside of the one off incident). The behaviour plan is reviewed and any revisions signed by pupil/parents. The pupil continues on the behaviour plan with monthly monitoring as per C3.
C5	<p>If the pupil continues to disrupt lessons or is involved in any uncooperative, defiant behaviour around school</p> <ul style="list-style-type: none"> There is a further fixed term exclusion for persistent breaches of the school's behaviour policy. Parents are informed. The pupil and parents/carers are required to meet with Deputy Head Teacher or Assistant Headteacher. A warning is issued that further unacceptable breaches of the school's behaviour policy is likely to result in a permanent exclusion (a managed move may be considered appropriate at this stage).
C6	<p>Continued breaches of the school's behaviour policy</p> <ul style="list-style-type: none"> Consideration of managed move with parents. If not deemed suitable, able to be effected or unsuccessful then it is likely that the pupil will be permanently excluded.

Note: The school reserves the right to bypass any steps should a student's behaviour warrant such action. This could mean issuing a fixed term exclusion for a one off incident or recommending a student's permanent exclusion in response to a single, serious breach of the school rules or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (see exclusions guidance). Movement on the HMS Poor Behaviour Consequences Procedure is not one way. If a student's behaviour improves over a sustained period, then the student may be moved down a level. Those on a warning from the Head would need a sustained period of significantly improved behaviour to move back from this stage.

Hexham Middle School Behaviour Intervention - Trigger Points

When a student receives the negative points indicated at each level the actions detailed must be carried out and logged on CPOMS by the relevant individual. The purpose of this process is to ensure that every student receives the support they need to improve their behaviour.

Negative Points to Trigger Intervention	Required Intervention	Support for Intervention
20 - Tutor - Level 1	Tutor Phone Call Home Tutor Report for 1 Week C1 Consequences Ladder	Phone Call Home Parental Meeting Uniform Report Subject Report (Class teacher) Email to Teachers Class Observations Tutor Mentoring Incentive scheme
40 - Tutor - Level 2	Tutor Parent Meeting Tutor Report for 1 Week C2 Consequences Ladder	
50 – Pastoral Leader - Level 1	PL Phone Call Home PL Report for 2 Weeks C3 Consequences Ladder	Phone Call Home Parental Meeting CL Report (subject) SEN Support Social Support (in school) Mentoring Class Observations Seclusion Behaviour Contract Behaviour Support Referral
60 – Pastoral Leader - Level 2	PL Parent Meeting PL Report for 2 Weeks C3 Consequences Ladder	
75 – Senior Leader - Level 1 (Assistant Headteacher)	AHT Phone Call Home AHT Report for 2 Weeks C4 Consequences Ladder	Parental Meeting Senior Leader Report Welfare Support SEN Support Social Support External Agency Support Alternative Provision Mentoring Lesson/Tutor Movement Reduced/Bespoke Timetable Fixed Term Exclusion
90 – Senior Leader - Level 2 (Head of School)	AHT Parent Meeting AHT Report for 2 Weeks C5 Consequences Ladder	