

HUGH SEXEY CHURCH OF ENGLAND MIDDLE SCHOOL



POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

“Positive, consistent, fair”

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Vision

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated and all are empowered to achieve their full potential. Living out our core Christian values, we aim to provide a happy, fair and safe environment, to enable our children to be reflective, confident and open-minded global citizens of the future.



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This policy can be found at www.hughsexey.com

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Introduction

This policy integrates with the Wessex Learning Trust (WLT) Inclusion Stages and the WLT Attendance Policy alongside the Hugh Sexey Church of England Middle School Pupil Well-being, School Uniform and Teaching and Learning Policies.

Every pupil at Hugh Sexey Church of England Middle School has the right to learn in a safe and secure environment. Our *Think Twice* (Appendix i) reminder of personal conduct is expected from all our pupils at all times. Restorative conversations will refer to this as required.

The *Hugh Sexey Way* (Appendix ii) reminds us of our ethos and personal expectations we strive towards from day to day:

We acknowledge everyone has the right to; feel safe and valued, to learn and teach without disruption and to be treated with respect and dignity.

We take responsibility to always be polite and courteous, to not disturb others' learning and to help others' around us.

We show respect by looking after our physical environment, treating others' the way we wish to be treated and listening and valuing others' contribution.

We are ready to learn so I am punctual and well prepared for lesson, have high expectations for ourselves; listen and concentrate in class.

We are resilient so adopt a can do attitude; we see the value of investing effort and accept failure as a positive feature of our learning.

Pupils are actively encouraged to live out The Hugh Sexey Way in everything they do.

Aims

1. Support pupils' development into successful learners who are empowered, responsible and valued members of the community
2. To create an environment where all pupils can maximise their potential and role model good citizenship whilst accepting their own personal responsibility for their behaviour
3. Developing self-esteem and self-discipline
4. Equip our pupils with necessary skills to take responsibility for their choices and repair relationships with both peers and staff where required.

The creation and maintenance of a calm orderly community is essential in achieving the educational objectives of the school. The 6 core values of underpin all that this policy stands for in that we aim for every pupil to have compassion for one another, that they can trust staff to maintain calm and purposeful learning environments, the knowledge that justice will be evident in dealing with inappropriate behaviour, such that together pupils' appreciation for their school will endure.



Principles

Positive choices are encouraged through clearly defined expectations, rights, responsibilities and consistently applied consequences. It is the responsibility of all staff in accordance with the behaviour policy to:

- Promote in pupils:
 - Self-discipline and the ability to make informed choices
 - The ability to distinguish right from wrong
 - Understanding the link between rights and responsibilities
 - Respect for self, others and property
 - Courtesy and consideration towards others
 - Development of personal values and morals.
- Recognise and celebrate success as often as possible
- Act as positive role models to pupils always to promote and maintain a culture of respect
- Foster a partnership with parents where parents encourage their children to show respect and support the authority of the school to meet its aims.
- Support colleagues to be good at managing and improving behaviour in all pupils.

Developing Relationships for Learning

Staff will take the time to get to know our pupils as individuals so that we can develop positive relationships and mutual respect. The best relationships develop within a safe and secure and predictable environment – staff will be consistent in the reward of positive choices and the challenge of poor behaviour to ensure all pupils know where they stand.

We have a responsibility to consider individual pupil needs so when staff are applying school guidelines, they will exercise 'Intelligent Consistency' that said, this policy will be applied consistently whilst accepting there will be minor differences in its application.

The primary philosophy underpinning this policy is that staff 'catch pupils being good' to ensure positive behaviour choices are recognised and celebrated with all pupils who behave according to our expectations.

Classroom Climate

Consistent routines are expected across all classrooms in our School. These routines for both staff and pupils are detailed in appendix A.

Promoting positive behaviour in the classroom are underpinned by the following principles:

- appropriate pupil behaviour is a non-negotiable expectation
- pupils deserve a positive, orderly learning environment
- inappropriate behaviour should not be tolerated and challenged
- pupils who stay on task, who are supportive, positive should be rewarded
- teachers should expect assistance from parents and senior colleagues
- The language of choice is an essential feature of promoting positive behaviour. Pupils should be 'offered' a way out or take up time to allow them to make a choice which may not lead to a negative consequence.

Pupil Code of Conduct

These form the expected minimum standard of behaviour from our pupils. To ensure the daily smooth running of the school, pupils should:

- 1 – Be punctual and prepared for all lessons. Have the correct equipment at the correct time. Pupils are required to attend all registration periods, assemblies and lessons unless granted permission not to attend by a senior member of staff.
- 2 – Move around the school in a calm, orderly and quiet manner, keeping to the left inside all corridors. In classrooms, pupils must not sit on desks or cupboards.
- 3 – Arrive ready to work for all lessons and abide by the Classroom Code of Conduct. During all lessons, listen attentively, participate fully, always work to the best of their ability and ensure deadlines for homework are met.
- 4 – Never disturb the learning of others.
- 5 – Remember that the following areas are out of bounds:
 - All staff offices unless accompanied.
 - The School hall and drama studio
 - All workshops, science labs and practical rooms.
- 6 – Remember that School property should be cared for and used sensibly. Charges may be levied in the event of damage and loss or non-returned books. Any accidental damage should be reported by the perpetrators immediately.
- 7 – Always wear the correct uniform.
- 8 – Never use their phone or personal device in school unless directed to aid study in a lesson. This will be on a lesson by lesson basis and on individual direction from subject teachers. Staff will confiscate and retain all confiscated items (mobile phones). Teachers will arrange for them to be stored safely. Parents will be contacted to arrange collection.
- 9 – Take personal responsibility for any expensive items they choose to bring into school. We do not accept any responsibility for loss or damage to personal devices (iPhones, iPads or alike).
- 10 – Never leave the school premises without signing out with authorisation from Reception.
- 11 – Respect our working environment by always putting litter in bins, respecting all social areas, treating toilets as though they were in your own home. See that all classrooms are left orderly with furniture in place. Place all chairs on desks and close all windows at the end of the day.
- 12 – ‘Listen and Do’. Follow all instructions and carry out requests courteously and promptly.
- 13 – Set high expectations for yourself and when working with others around you.
- 14 – Catch up on any missed class work due to absence and complete any related homework that supports your learning.

Please refer to our Climate for Learning (Appendix v) for details of daily expectations.

Rewards

We believe sanctions can limit behaviour but rewards and praise change behaviour.

Our ethos with regards to promoting positive relationships is to 'catch them being good'. Good choices should not be taken for granted and must be modelled by teachers and adults working in School. Praise will bolster self-esteem and reinforce expectations. *The most effective praise is immediate, specific and personal.*

Staff will all use the agreed system of praise effectively and consistently to promote and acknowledge good behaviour. Pupils are awarded house points for effort, good conduct and achievements.

Award type	Reason	Teacher Actions
HP1-4 Can be awarded regularly, at the discretion of the teacher	• Correct school uniform/ equipment • Following instructions quickly • Punctual to school and lessons • Contribution • Effort • Behaviour • Courtesy • Questioning and answering • Performance	Routine verbal praise and thanks from teacher for achieving expectations. Written comment added to ClassCharts.
HP5 Success Card	• Excellent effort • Significant improvements in attitude and effort. • Compassion and consideration of others' • Community service	For excellent work and/ or effort Pupil receives a signed card from teacher.
HP 10 - PUPIL OF THE MONTH	• Identified by class teachers as the 'stand-out' pupil of each tutor group.	Entered monthly via ClassCharts with brief reason, results in personal letter home (PB)
HP10 Year Leader Commendation	• Outstanding contribution to year group. • Star Pupil (Tutor Group) • Excellent attendance	For prolonged outstanding work and/ or effort Awarded by the teacher in discussion with the Year Leader (YL), in recognition for work/performance that should be formally recognised by YL. Pupil receives a signed card from YL, which is posted home.
HP20 Headteacher's Commendation	• Top achieving pupil in curriculum area • 100% - Diamond Attendance • Outstanding contribution to year group • Outstanding contribution in the community	For exceptional work and/ or contribution Awarded by a member of staff in recognition for work/ performance that is formally recognised by the Headteacher.

Every completed House Point card will qualify for an entry in the termly Random Generator where pupils will be selected to receive £5 vouchers in recognition for their hard work.

When pupils have accrued sufficient house points, they will be allocated further recognition as follows- 50: bronze award, 100: silver award, 150: gold award, 200: platinum award and finally the Wessex Award.

At any point in the school year, pupils can choose to exchange their House Points for items held within the ClassCharts store.

Pupil of the Month – Subject teachers will identify a pupil of the month for every class they teach. These pupils will receive acknowledgement home via letter and 10 House Points. Faculties will display this success publicly.

The final accolades - School Certificates and Achievement Cups – Awarded to Year 8 leavers and the School Council in the final assembly.

CONSEQUENCE OF POOR CHOICES

Pupils and their families understand that **Actions Bring Consequences**.

It is the responsibility of all staff to model this and consistently apply positive consequences for good behaviour and follow through with negative consequences for poor choices.

- Consequences should be applied consistently and fairly to all pupils
- Pupils will be aware of the range of consequences
- Consequences should escalate according to severity
- Staff should remain calm and apply the consequence that fits the behaviour
- Pupils should be spoken to using the language of choice and given time to avoid the consequence escalating

The classroom graduated response to prevent poor learning and behaviour can be found overleaf.

Please find school responses to behaviour overleaf. The system is based on the C1 – C7 responses shown. Professional judgement and consistency play a vital role in its effectiveness.

These sanctions must be put in place if the pupil chooses not to change their behaviour after verbal/written reminders about inappropriate actions.

Consequence Code	Description
C1	Verbal reminder of expectations from school staff
C2	Instruction to correct behaviour – 15min breaktime reflection
C3	30 minute lunchtime reflection
C4	1 hour reflection
C5	Internal suspension from learning
C6	Fixed term Suspension
C7	Permanent Suspension

School Based Intervention

Stage of the behaviour code	Consequences	Possible Action
Reset Expectations	Any pupil who is displaying behaviour not aligned to our high standards will be reminded of our expectations. Staff will do this in an emotionally sensitive manner and give adequate take up time.	Conversation with teacher to remedy the behaviour.
Low-Level Distraction - not on task - not following directions - talking when instructed not to - uniform worn incorrectly - lack of correct equipment - lateness to class - general unkindness	Teacher Conversation. A C1 is assigned to the pupil by the class teacher. Parents / Carers will be informed via Classcharts	- Reinforcement of expectations by teacher - Micro level rewards in place.
Disruptive Choices (low-level) - failing to change behaviour after C1 in class. - persistent poor uniform - persistent / significant lateness - repeated or more serious negative behaviour towards peers	Break-time Middle Leader Reflection (C2/OC2) Parents/ Carers continually updated via ClassCharts	- Reinforcement of expectations by Faculty Leader - Restorative conversation with staff
Disruption (low-level) <i>persistent low-level disruption 0-9 reflections in half-term</i> ClassCharts net >75% - not following instructions - poor behaviour at social times	Break-time Middle Leader Reflection (C2/OC2) Lunchtime SLT reflection (C3) Parents/ Carers continually updated via ClassCharts	- Raise the Praise Report Card - Tutor contact home Stage 0 Indicated on Class Charts
Persistent Disruption (low-medium level) <i>persistent disruption – at least 10+ reflections or accumulated C1s in a half-term</i> ClassCharts net <75% - removed from class due to serious incident (C4) - chooses to miss an C3 reflection - choosing to truant lessons - fighting / vandalism - seriously poor behaviour at social times	Break-time Middle Leader Reflection (C2/OC2) Lunchtime SLT reflection Social Time Removal – at discretion of SLT (C4) Parents/ Carers continually updated via ClassCharts	- Behaviour review meeting with Year Leader a parents/carers - Year Leader Report - ELSA considered - Pupil Passport reviewed Stage 1 Indicated on Class Charts STAGE 1 WLT LETTER
Behaviour Plus – (at the discretion of SLT) will be implemented if behaviour does not improve. SLT reserve the right to construct a Behaviour Plus IEP which provides the pupil with an alternative to the ‘normal’ behaviour support procedure of the school. Parents/carers will receive a letter explaining this.		

Significant Disruption (medium level) • <i>persistent significant disruption</i> • 10+ C3 reflections in half-term • persistent C4 behaviour • chooses not to attend C4 • dangerous behaviour • verbal abuse • abusive or threateninig conduct	Internal suspension (C5) Length of time decided by member of SLT.	• WLT Support Plan created • TAS referral considered • Alternative timetable proposal • Stage 2 Indicated on Class Charts STAGE 2 WLT LETTER
Anti-Social Behaviour (high-level) • persistent C5 behaviour • swearing at a member of staff • theft/serious damage to property • unsafe/uncontrollable actions • use of illicit substances on site including smoking/vaping • assault – unprovoked • racist or intentionally prejudiced behaviour	Fixed term suspension(C6). Length of time decided by combined SLT discussion.	• Reintegration Meeting • Alternative curriculum considered • Referred to WLT Inclusion Manager • WLT Provision Review Meeting • Stage 3 Indicated on Class Charts STAGE 3 WLT LETTER
Dangerous Behaviour	At significant risk of Permanent Suspension (C7)	• Attending lessons out of mainstream • Managed Transfer brokered • IEP amended • Governor disciplinary meeting • Stage 4+ Indicated on Class Charts STAGE 4 or 5 WLT LETTER

Tariff of Consequence Points

Incident Severity	Allocated Consequence Points
C1	Zero
C2	2
C3	3
C4	5
C5	10
C6	25
C7	50

Recording and Monitoring Pupil Behaviour

All incidents must be entered either in ClassCharts. This ensures that the pastoral leaders and tutors have an overview about any individual pupil and interventions can be triggered.

Logging Behaviour Out of Lessons

Behaviour incidents outside of lessons should be recorded on a **Pupil Incident Form** (Staff Room, reception or Timeout office) and handed to the Pastoral Coordinator in order that they are followed up as immediately as possible.

Timeout

Where pupils have been escalated to C3 in lessons, the class teacher will alert the office by sending a responsible pupil or phoning the office with a message. Staff on duty in Timeout will arrange for SLT on-call to accompany the pupil to Timeout. They will remain there at the discretion of SLT.

Pupils can be referred to the Timeout for poor behaviour choices during social time also. In this instance, SLT on duty should be made aware via the duty staff and accompany the pupil to Timeout. All information relating to pupils will be recorded in the Timeout log.

Pupils may be placed in Timeout following a discussion between the YL and member of SLT. Parents / carers will be notified of an Internal Suspension.

Depending on severity, pupils can be allocated time in Timeout for:

Part day – lessons 1-3, 4&5 or specific lesson/s

Full day – lessons 1-5 (including break time)

Extended day – lessons 1-5 (including break and Lunch time)

Pupils spending time in Timeout will likely be referred for one or more of the following interventions:

- Agreement of specific Pupil Passport targets
- Anger management ELSA intervention
- SEND referral
- ELSA Intervention
- 'Exit cards' for Timeout in exceptional circumstances or according to ILP

Timeout is an alternative provision to Fixed Term Suspension (FTS). Failure to meet behaviour expectations in Timeout will most likely result in a FTS.

On-Call

The On-Call rota staffed by senior leaders is in place as a proactive and reactive support to ensuring positive behaviour in the classroom. Colleagues will be available during every lesson throughout the week to respond to issues within the classroom and accompany pupils to the Timeout. The rota of on-call visits will include drop-in visits to those students who are causing concerns and have been highlighted by Pastoral Leaders. This will ensure the expectations and principles laid out within this policy are upheld in a consistent manner across the School.

Restorative Justice

Restorative Justice (RJ) aims to support all young people who get into conflict with their peers or adults by resolving their difficulties and moving on. All staff, via Year Leaders weekly meetings can refer individual or groups of pupils for conferences to be organised. A certain amount of professional discretion will apply to any situation that requires an adult to deal with an incident of poor behaviour although we must not lose sight of the principles which underpin this policy.

A positive, consistent and fair approach allied to the language of choice and positive reinforcement will help us to shape the behaviour of our pupils. All adults at Hugh Sexey must continually role model the behaviour we wish to see from our pupils.

Below, although not exhaustive, is a list of the sanctions pupils should expect staff to issue for negative behaviours.

Suspensions and Permanent Exclusions (PEX)

Hugh Sexey is an exclusive School and aims to reduce Suspensions and Permanent Suspensions (PEX). There will be rare occasions when the Head teacher or one of the SLT may deem it necessary to suspend a pupil from School for unacceptable or dangerous behaviour. This decision will be made in collaboration between one or more of the Senior Leadership Team. Parents will be contacted by phone and letter and encouraged to consent to their son/daughter being discussed at our Team Around the School (TAS) meetings of outside professionals.

Only when all other reasonable avenues have been explored will School staff and governors consider PEX.

Pupil Well Being Charter

Being kind to each other matters.
When it comes to our behaviour, we **THINK TWICE**

Before we speak we consider... We are kind to others so we...

T - Is it **true**?

H - Is it **helpful**?

I - Is it **inspiring**?

N - Is it **necessary**?

K - Is it **kind**?



Treat others the way
we want to be treated
ourselves

Welcome and support
others and try to be a
good friend

Include everyone and
show compassion to
those in need

Challenge any behaviour
we don't like, report
it and trust staff to act

Empathise and show
kindness towards others.
Share and offer to help

The Hugh Sexey Way

We acknowledge Everyone has the **RIGHT** to...

- . feel safe and valued
- . learn and teach without disruption
- . be treated with respect and dignity.

We take **RESPONSIBILITY** to...

- . always be polite and courteous
- . to not disturb others' learning
- . to help others' around me.

We show **RESPECT** by...

- . looking after our physical environment
- . treating others' the way we wish to be treated
- . listening and valuing others' contribution.

We are **READY** to learn so I...

- . am punctual and well prepared for lessons
- . have high expectations for myself
- . listen and concentrate in class.

We are **RESILIENT** so...

- . adopt a can do attitude
- . see the value of investing effort
- . accept failure as a positive feature in learning.

Appendix iii) Response to Pupil Choices

Pupil Action	Response/s
Behaviour preventing learning and teaching to take place.	Verbal reinforcement of expectations C1 – Class Teacher logs C1 on Class Charts. Move pupil in seating plan/ 2mins reflection outside class C2 2 nd strike – Faculty Leader Reflection at breaktime Final warning with reminder that a consequence will follow C3 – SLT call-out, resulting in SLT lunchtime reflection
Persistent low-level disruptive behaviour over several lessons.	Tutor Report Card instigated through Year Team Meetings. Internal suspension – SLT discretion
Late to lessons/registration (x3) Late to registration (x6) Persistent lateness	C1 Class teacher/tutor call back (lost break time) C2 Middle Leader Reflection C3 SLT reflection
Failing to complete homework Failing to meet re-arranged date Failure to complete	Verbal warning new date in homework diary C1 Class teacher call back issued C2 Middle Leader Reflection
Not wearing correct uniform Non-school uniform items Repeat offending Serious uniform infringement Inappropriate jewellery	Tutor contact home and issue Uniform Card C1 Confiscated – collected at end of day from school office C2 Middle Leader Reflection – parental collection of confiscated items C5 Withdrawn from lessons to Timeout until rectified Pupil requested to remove item/s C1 Confiscate items. Collect at 15.40 from reception C2 Persistent infringements – confiscate for parental collection
Choosing not to attend Class Teacher Call Back Choosing not to attend Pastoral Leader reflection Choosing not to attend Year Leader reflection Choosing not to attend SLT reflection	C2 Curriculum Leader reflection C3 SLT reflection C4 SLT reflection. Home contacted via letter C5 Internal suspension in Timeout.
Mobile phone use without staff approval	The phone will be removed from the pupil immediately and taken to the school office. Parents will be notified by the office and expected to collect the phone. Phones will not be returned to pupils.
Minor poor behaviour at social times: Serious or persistent incident/s	Verbal warning to change behaviour C2 Pastoral Leader lunchtime reflection C3 Persistent infringements – radio SLT to escort to Timeout C4/C5 SLT reflection/Internal/Fixed term suspension Year Leader Yellow Card
Eating/chewing in lessons	Pupils asked to remove gum/food and place in bin C2 Persistent chewing
Swearing / inappropriate language	C2 Verbal reprimand
Theft	Return or replace items taken – Letter written home (YL) C4/C5/C6 Context and magnitude of the theft considered. Fixed Term Suspension & possible police involvement considered.
IT network/ICT misuse	Verbal warning and/or note in homework diary C4 Remove network access. Tutor to contact home
Poor behaviour on school bus/taxi	Warning letter to parents Pastoral reflection up to and including Fixed Term Suspension (according to severity) The Local Authority might be contacted who reserve the right to issue temporary or permanent bans from school transport.

Off site without permission Truancy 1 lesson Truancy session/day	C4 SLT After-school reflection C5/C6 Internal and Fixed Term Suspension considered.
Verbal abuse intended to offend (staff)	C5 / C6 Internal Suspension or Fixed Term Suspension
Fighting or failing to report a fight	C4 SLT Reflection or C5 Internal Suspension
Assault	C6 – Fixed Term Suspension
Inappropriate behaviour while on school trip or while representing the school	Removal of privileges – home contacted SLT reflection/Internal/Fixed term suspension dependant on severity of incident
Bullying another pupil: • Causing distress • Major incident • Serious or repeated incidents • Homophobia	Please see Tiered Response to Bullying at Hugh Sexey Church of England Middle School.
Discrimination against protected characteristics.	Up to and including Permanent Suspension of pupil following RJ between target(s) and aggressor(s). Parents and Local Authority contacted.
Damage to school property – Minor Serious	C4 SLT Reflection - home contacted C5/C6/C7 Internal/Fixed term suspension (possible Permanent suspension)
Possession of banned items or substances.	Confiscate item or substance. C3/C4/C5/C6 SLT reflection/Internal/Fixed term Suspension. Police informed (if necessary) Home contacted. C7 Consider Permanent Suspension depending on severity.

When I get it wrong...

Reminder of School Expectations

C1 ...my teacher will issue a consequence and explain to me why I got it.

C2 ...I will have a **Restorative Conversation** at the end of the lesson with my teacher. I will attend a **20min Reflection** at breaktime.

C3 ... I will be escorted to Timeout to continue my learning. I will attend a **30 min SLT Reflection** at lunchtime.

C4 ... I will be escorted to Timeout to continue my learning. I will attend a **60 min SLT Reflection** at lunchtime.

